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ABSTRACT

The guide includes a directory and description of services provided by the 30 federally funded child service Demonstration Centers (CSDC) for learning disabed students. A catalogue overview booklet reviews the history of P.L. 91-230, Title VI-G (Education of the Handicapped Act, 1970) and discusses the role of the National Learning Disabilities Assistance Project in providing technical assistance to the CSDCs. Also included in the packet are a booklet introducing the 23 newly funded CSDCs, a booklet outlining several formerly funded centers, and individual four page folders describing the history, educational programing, outreach and replication, products, unique features, and workshops of each of 30 CSDCs in their second or third year of funding in 1977-78. Names and addresses of contact persons are provided for each center. (CL)

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TITLE VI-G

OVERVIEW

CATALOGUE OF CHILD SERVICE DEMONSTRATION CENTERS, 1977-78

OVERVIEW
CATALOGUE OF CHILD SERVICE DEMONSTRATION CENTERS, 1977-78

Descriptions of 53 model programs for the learning disabled...

NaLDAP

Developed for the National Learning Disabilities Assistance Project under funds provided by Title VI-G of P.L. 91-230, contract #300-75-0396.

Published by The NETWORK. For additional information about this and other NETWORK products, write:

David P. Crandall, Executive Director
The NETWORK
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The
NETWORK

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PRODUCTION CREDITS

Production of the *Catalogue* was the responsibility of The NETWORK's Communications and Product Development Division, John J. Ford III, Coordinator. Maureen L. Moore handled production coordination. NETWORK Program Director David Max McConkey is Division Director.

Design and graphic work were executed by Rolan M. DeLoach Jr., Rmd Studios.

Introduction

This *Catalogue of Child Service Demonstration Centers, 1977-78,* is designed as a working tool for people involved in special education. It is a descriptive guide, a directory and a resource for creative ideas. It is an update on the programs designed by the very gifted teachers, researchers and administrators who are the personnel of Child Service Demonstration Centers (CSDC) across the country.

Within the framework of each CSDC's program, the *Catalogue* presents recent developments in research, teacher training and teaching techniques as they apply to the field of learning disabilities. We hope the *Catalogue* will be useful to special educators, to parents, to all persons challenged by the work still to be done for learning disabled children.

David Max McConkey
NaLDAP Project Director

Martha K. Williams
NaLDAP Project Coordinator

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ORGANIZATION OF THE CATALOGUE

The *Catalogue of Child Service Demonstration Centers, 1977-78* is packaged in a box to provide convenient storage of and easy access to its numerous ingredients. It consists of 33 separate informational pieces—this *Catalogue* Overview booklet, a 24-page booklet introducing the 23 newly funded CSDCs, an eight-page booklet outlining several formerly funded centers and individual four-page folders describing each of the 30 CSDCs in their second or third year of funding in 1977-78.

The individual folder descriptions of CSDCs are divided into several subsections. Each begins with a brief project overview, which extends across the top of the folder's two-page, inside spread. Following the overview are sections on each project's History, Educational Programming and Outreach and Replication, followed by listings of its Products, Unique Features and Workshops.

The 23 new centers, having just begun to develop their programs, are listed together in a booklet containing a one-page overview description. Several formerly funded centers are also listed in a separate booklet with one-page descriptions. In all cases, the project listings end with the name(s) and address of the people to contact for further information.

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TITLE VI-G: A SHORT HISTORY

Learning disabilities is a relatively new term. It was coined in 1963 by a group of parents and professionals who wished to describe children with special needs — children who did not fit into the traditional categories of the handicapped but who could not benefit appropriately from traditional educational and environmental experiences. Since the diagnostic descriptions of these children were widely varied and the educational approaches toward them equally diverse, it took some time to initiate a coordinated program that would encompass all facets of their needs. In 1970, the Bureau of Education for the Handicapped (BEH), U. S. Office of Education, established "Special Programs for Children With Specific Learning Disabilities" under P. L. 91-230, Title VI (Education of the Handicapped Act), Part G. This legislation called for the establishment and operation of model demonstration centers for the improvement of educational services to children with specific learning disabilities.

The first eight Child Service Demonstration Centers (CSDCs) were established in 1971 with an appropriation of $1.0 million. Fifteen new centers and seven continuation projects were awarded grants the next year. The program has grown steadily since then. In 1975, the National Learning Disabilities Assistance Project (NaLDAP), a branch of the educational service organization, The NETWORK, was funded to provide technical assistance to the CSDCs.

In 1978, the legislative authority to fund learning disabilities programs under Title VI-G of P. L. 91-230 will end. However, the Child Service Demonstration Centers will continue to operate with funds provided under Part E of the same legislation.

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THE CSDCs: WHAT THEY ARE AND HOW THEY WORK

The Bureau of Education for the Handicapped funds the Title VI-G Network of Child Service Demonstration Centers to establish and operate a variety of high-quality programs directed toward the improvement of educational services for children with specific learning disabilities.

The goals of a CSDC are two-fold: to *develop* programs and products that will aid learning disabled children and to *disseminate* these programs to other schools. Each CSDC is connected to a grantee agency. These agencies include state departments of education, local school districts, colleges and universities and other educational organizations concerned with the problems of learning disabled children.

In 1977-78, there are 53 Child Service Demonstration Centers functioning in 33 states and Puerto Rico. Thirty are continuing centers and 23 were funded for the first time in summer 1977. The CSDCs address the issues of compensatory education, programming for bilingual LD students, interdisciplinary assessment, individualized planning and programming, and education of the learning disabled in the least restrictive environment. The new centers, like the established ones, are expected to stimulate comprehensive identification, diagnostic, and prescriptive educational services to learning disabled children.

The centers consider the delivery of direct services to children as their primary concern. Several centers also train teachers in using programs developed by their projects. Nearly all the CSDCs have created screening, diagnostic and instructional materials (listed in the *Catalogue*) and, in response to P. L. 94-142, are currently very involved in developing individual education plans (IEPs) for learning disabled children.

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NATIONAL LEARNING DISABILITIES ASSISTANCE PROJECT (NaLDAP): SERVICE TO THE CSDCs

NaLDAP is the technical assistance agency funded by BEH to help the Child Demonstration Centers attain their dual goals of program development and dissemination. NaLDAP, first funded in July, 1975, is a project of The NETWORK, a non-profit educational service organization located in Andover, Massachusetts.

NaLDAP serves the project centers in three ways:

FIELD SERVICES NaLDAP staff and consultants are available to the centers for direct consultation in such areas as planning, management, evaluation, program development, product development, dissemination and in-service training.

INFORMATION SERVICES NaLDAP gathers information from CSDCs and from data banks around the country. It serves as an information clearinghouse and resource center for all projects by providing specialized, on-line information searches and computer printouts of selected materials.

COMMUNICATIONS AND PRODUCT DEVELOPMENT NaLDAP produces *centerfoLD*, a bi-monthly newsletter that keeps CSDC people up to date. It also publishes booklets to aid them in operating their projects efficiently and helps them develop brochures, instructional programs, training modules, newsletters and multi-media products.

ACKNOWLEDGEMENTS

Production of the *Catalogue of Child Service Demonstration Centers, 1977-78* was the responsibility of The NETWORK's and NaLDAP's Communications and Product Development Division. The task involved the work of numerous people, inside and outside The NETWORK, at various points throughout the production schedule. Special thanks to:

John Collins, NaLDAP Field Services Coordinator
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Nancy Taylor, NaLDAP Resource Specialist/Librarian
Frances Brooks, NaLDAP Product Development Specialist
Marie Robare, NaLDAP Administrative Assistant

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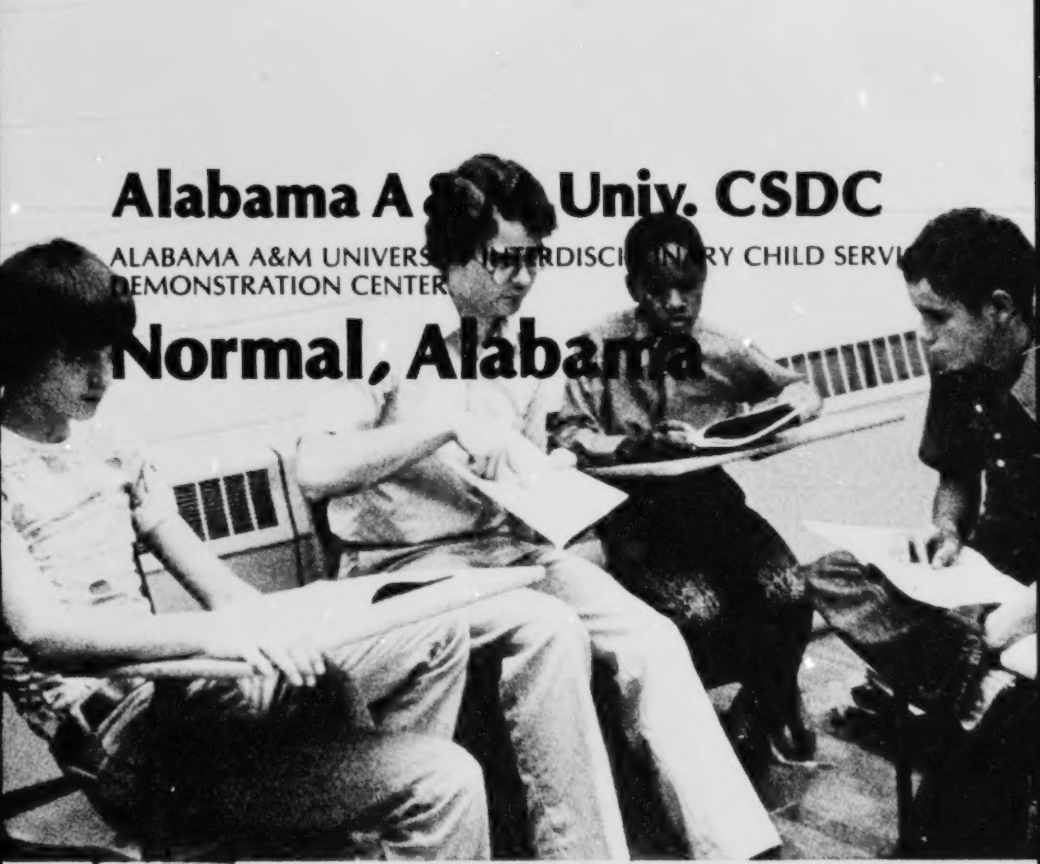

Alabama A & M Univ. CSDC

ALABAMA A&M UNIVERSITY INTERDISCIPLINARY CHILD SERVI
DEMONSTRATION CENTER

Normal, Alabama

TITLE VI-G

Enid 740

Normal, Alabama

A project of the Department of Special Education, Alabama A&M, this CSDC provides screening and diagnostic services for elementary LD students in the Madison County School District, a predominantly rural school district in which the university is located. Because most remediation occurs in regular classrooms, the staff works directly with classroom teachers. They consult with teachers on the preparation of individual education plans for LD students assigned to their classrooms, visit classrooms weekly to discuss appropriate instructional materials and strategies to be used, and help resolve any problems that teachers may be experiencing in working with their LD students.

To increase the number of certified LD teachers in the Madison County School District, the Project is conducting a masters degree program at Alabama A&M for nineteen local teachers. As part of their training, these teachers carry out field work projects in their own schools and serve as resource persons in the absence of the CSDC staff.

HISTORY

Like many rural school districts with limited financial resources, the Madison County School District could offer few services to LD students. There was only one resource room in the district, to which severely learning disabled students were assigned. When the request for proposals for a Title VI-G was announced, the Department of Special Education saw an opportunity to expand the options available in Madison County for providing remediation, particularly in the regular classroom, and to make a permanent contribution by training local teachers as certified LD specialists through a tuition-free, masters degree program.

The professional CSDC staff consists of a project director, two teacher consultants, and a staff assistant. The director and the two teacher consultants each spend an average of one day a week in the sixteen Madison County schools that have joined the project. Except for the field work, the masters degree program is held on campus.

EDUCATIONAL PROGRAMMING

Referrals may come from any source, but, in practice, teachers make the most, since the CSDC staff trained them in the characteristics of LD students and referral procedures. After a review of school records and other developmental records, which are released when parental permission is obtained, a CSDC staff member conducts an initial screening. If a student is identified as a potential LD student, a full-scale diagnostic battery is administered. The CSDC staff member may call upon specialists in the Department of Special Education for special diagnostic procedures if required. A meeting of relevant school personnel and CSDC staff is convened to discuss the findings and agree upon an individualized educational plan (IEP). Occasionally, a student is referred for treatment to other community agencies or other school services. However, most education programs call for mainstreaming in the regular classroom, placing responsibility for remediation upon the classroom teacher who, in turn, can request assistance from the CSDC teacher-consultant.

The CSDC has also instituted a parent training program to explain the special needs of LD students and to develop an environment in the home that supports the remediation being carried out at school.

OUTREACH AND REPLICATION

Since the Madison County schools had few LD services, the CSDC first provided screening and diagnostic services, the preparation of individual education plans, and — most important, because of the lack of resource rooms and trained LD specialists — consultation with classroom teachers on how to work effectively with LD students assigned to their classrooms. The impact of these services was felt immediately; however, they were services provided by the CSDC staff themselves. To upgrade the school district's own capabilities, the CSDC simultaneously began training nineteen local teachers to become LD specialists. When they complete their two-year masters degree program, they will assume responsibilities for providing LD services, either through a resource room model, the teacher-consulting model of the CSDC, or a combination of both. And, having become familiar with Alabama A&M's resources during their degree program, they can draw upon these resources to help them in their new jobs.

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Alabama A & M Univ. CSDC

PRODUCTS

GUIDE TO STRATEGIES FOR REGULAR TEACHERS

PROJECT BROCHURE

UNIQUE FEATURES

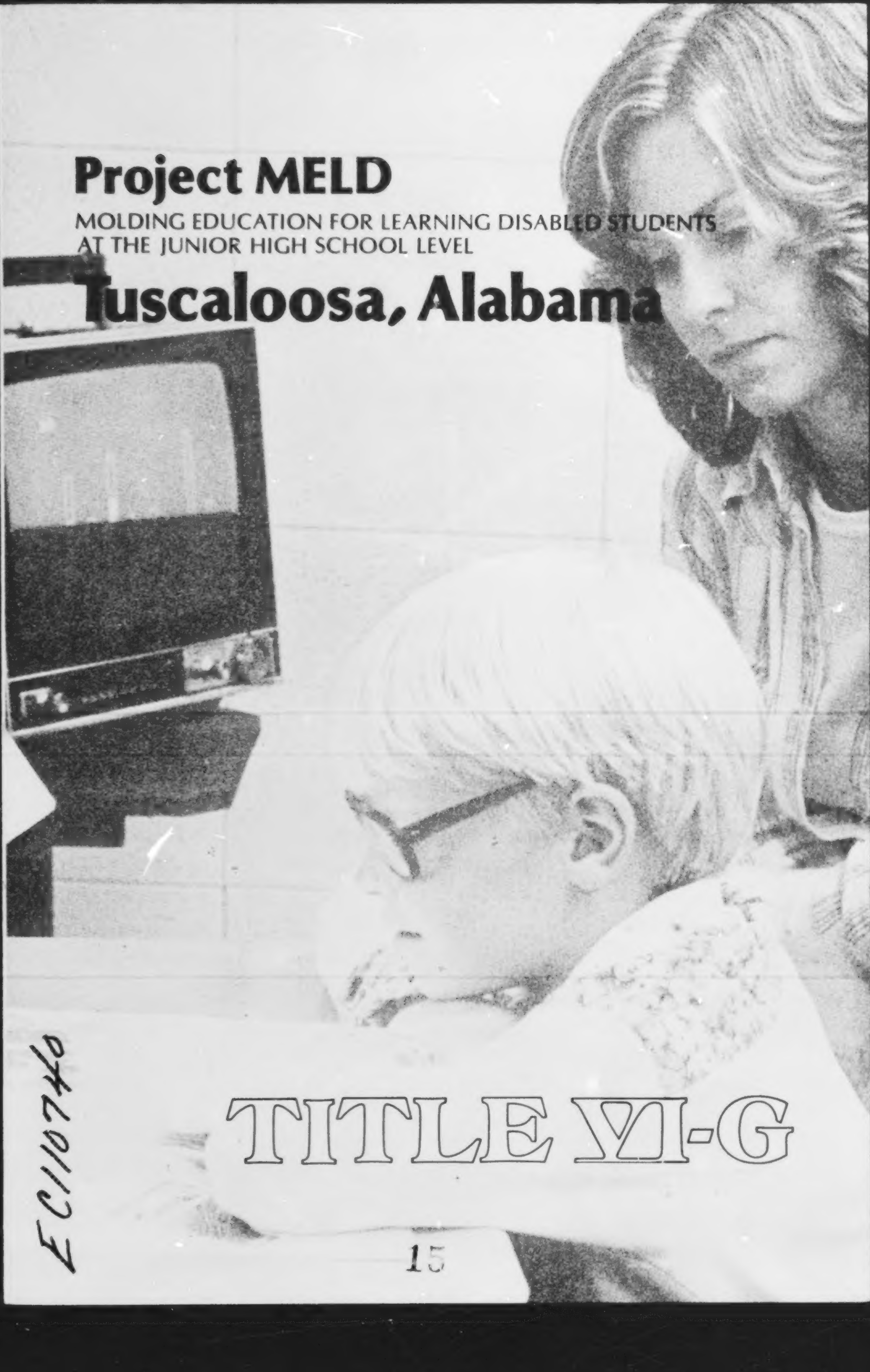
- Mainstream remediation approach.
- Teacher-consultant model.
- Masters degree program for local teachers leading to certification as LD specialists.

WORKSHOPS

Title	**Audience**
Individual Educational Programming	Teachers
Identifying Learning Disabled Children	Teachers
Parental Responsibility for Helping an LD Student	Parents
Positive Teaching: A Behavioral Approach to Learning	Teachers

For more information about this project and its products please write:

Mr. David Barnhart, Project Director
Department of Special Education
Alabama A&M University
Normal, Alabama 35762
or call: (205) 859-7367 or 859-7368



Project MELD

MOLDING EDUCATION FOR LEARNING DISABLED STUDENTS AT THE JUNIOR HIGH SCHOOL LEVEL

Tuscaloosa, Alabama

TITLE VI-G

EC110740

Tuscaloosa, Alabama

Project MELD serves junior high school students in four schools in the Tuscaloosa County school system. The CSDC utilizes the resource room approach with an emphasis on individualized educational plans (IEPs), task analysis, and behavior modification. Students typically spend one hour daily in a resource room receiving individual or small group instruction from an LD specialist. The intervention phase ranges from nine months to three years.

HISTORY

The Tuscaloosa County school system has provided LD services to elementary school children for several years. This project originated from a desire to extend LD services to junior high school students and to develop a model program for these grade levels that could be adopted by other school districts. Dr. Donald Crump, professor of learning disabilities at the University of Alabama, wrote a major portion of the project proposal and continues to serve as project consultant.

Project MELD is part of the Department of Special Education for the Tuscaloosa County School System, and the project director reports to the director of special education. The four resource room LD specialists complete the professional staff.

During 1976-77, the staff screened 158 students, conducted a full assessment of 91 students, and provided instructional and remedial services to 80 students in the resource rooms. The average resource room enrollment was 20.

EDUCATIONAL PROGRAMMING

A student may be referred by teachers, parents, counselors, or school administrators. The results of preliminary interviews and testing by the resource room teachers, plus the outcome of a conference with parents, are presented to an advisory committee along with a staff recommendation. If the decision is to conduct a full assessment, written consent is obtained from the parents. The assessment generates an individual diagnosis. This information, which profiles the strengths and weaknesses of a student, leads to the development of an individualized educational plan (IEP). There are six crucial steps in developing this plan: (1) goal setting with the student, (2) selection of objectives, (3) planning, (4) implementation, (5) formative evaluation, and (6) revision of the plan (if necessary).

OUTREACH AND REPLICATION

Since its inception, the project has extended its program to one other junior high school in the school system. The remaining junior high school provides a control group for evaluating the effectiveness of the model program. During 1977-78, the project will assist four other school districts in installing its program in their junior high schools.

Within the Tuscaloosa County junior high schools, the staff has conducted inservice training for classroom teachers to describe the nature of the project and the methods of referring students, and to explain how classroom teachers can support the instruction provided by the resource room teacher.

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Project MELD

MOLDING EDUCATION FOR LEARNING DISABLED STUDENTS
AT THE JUNIOR HIGH SCHOOL LEVEL

PRODUCTS

Social Studies Curriculum Guide

A kit of instructional materials to be used by classroom teachers, LD specialists, and LD students at the junior high school level.

UNIQUE FEATURES

- LD services for junior high school students.
- Resource room approach.
- Control group for measuring program effectiveness.

WORKSHOPS

- Definition of learning disabilities
- Characteristics of LD students
- Referral process
- Due process rights regarding assessment and placement
- Individual educational program planning

For more information about this project and its products please write:

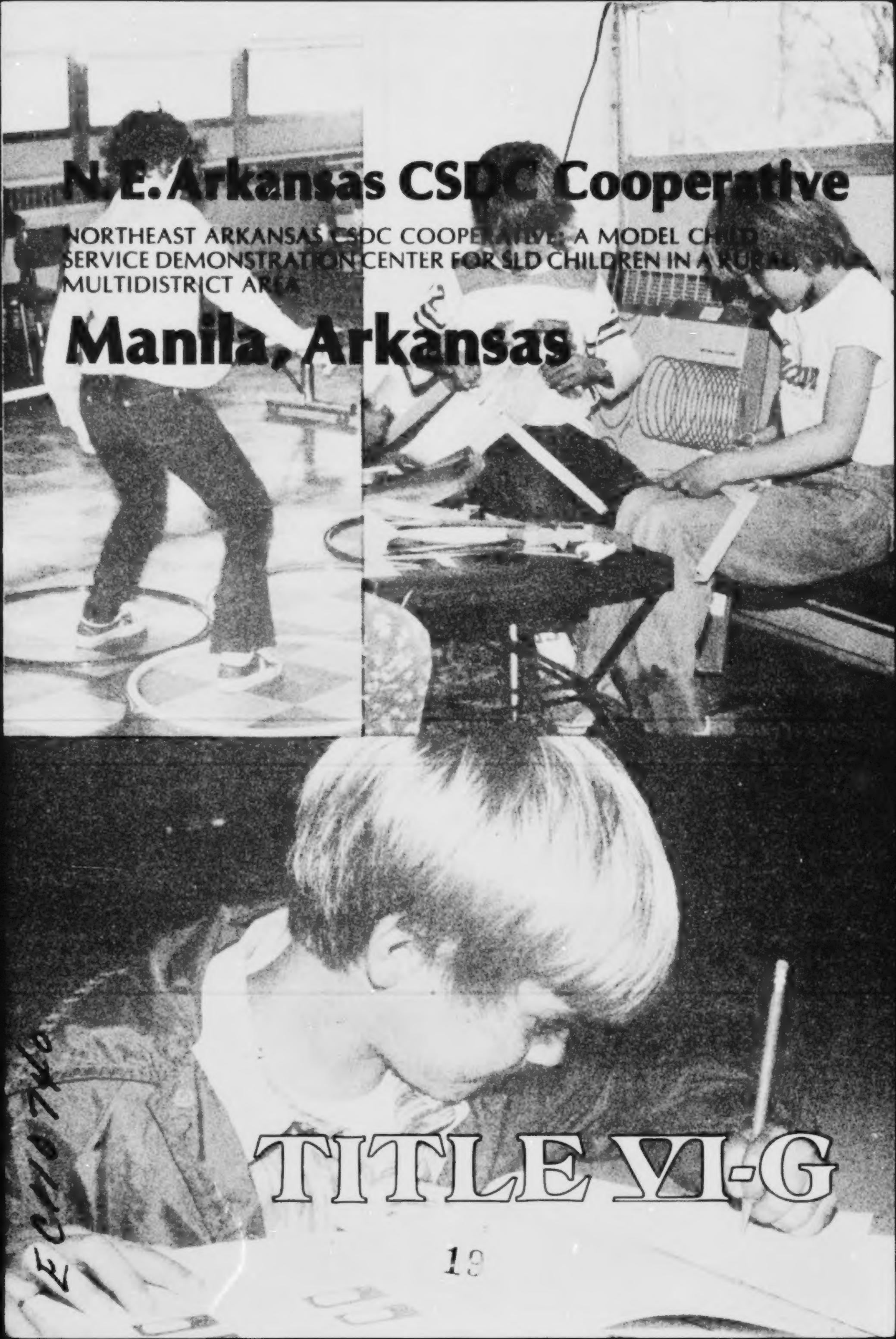
Ms. Linda Vance, Project Director
PROJECT MELD
Tuscaloosa County Board of Education
P.O. Box 2568
2314 9th Street
Tuscaloosa, Alabama 35401
(205) 758-0411

TITLE VI-G

N.E. Arkansas CSDC Cooperative

NORTHEAST ARKANSAS CSDC COOPERATIVE: A MODEL CHILD SERVICE DEMONSTRATION CENTER FOR SLD CHILDREN IN A RURAL, [illegible] MULTIDISTRICT AREA

Manila, Arkansas



TITLE VI-G

EC010740

Manila, Arkansas

A project of the Manila School District, this CSDC provides direct services to LD children, grades K-6, in four Arkansas school districts using a resource room approach. Children identified as learning disabled spend about ten hours per week receiving special attention from an LD specialist in a resource room. In both settings, their activities are guided by individualized educational plans (IEPs).

The project staff also conducts an inservice, graduate-credit course on learning disabilities for classroom teachers in these four districts. The course is sponsored by the Arkansas State University at Jonesboro. This training is supplemented by workshops conducted in each district by the resource room teacher.

In 1977-78, the project staff plans to initiate a training progam for parents of LD children so school and home educational activities can be coordinated. Currently, parents become involved in their child's program through conferences with staff early in the assessment process.

HISTORY

When the availability of Title VI-G funds was announced in 1976, the superintendent of schools in Manila, Arkansas, proposed to his counterparts in three adjoining school districts — Leachville, Luxora, and Dell — that they submit a cooperative proposal for a CSDC project. They agreed, recognizing his argument that each district was too small to propose a convincing project on its own. This cooperative proposal resulted in a grant that enabled all four districts to offer — for the first time — comprehensive and systematic LD services to elementary school children.

An LD specialist on the teaching staff of the Manila school district was appointed project director, and a resource room in each district was established and staffed with an LD specialist and an aide. The project also has the full time services of a speech therapist and the part-time services of a contracted psychologist who contributes mainly to the assessment process.

During 1976-77, the project's first year, 1450 children in all four districts were screened, 95 received full assessments, and 60 — fifteen children in each district — received extensive services in the resource rooms.

EDUCATIONAL PROGRAMMING

Referral is based on low academic achievement test scores and dysfunctional behavior patterns which teachers note on a checklist. Besides the usual testing procedures, a child is temporarily placed in a resource room so he or she can be observed unobtrusively. The resulting individualized educational plan is based both on test results and extended observation of behavior.

Typically, an educational plan calls for up to ten hours a week in the resource room and the rest of the time in the regular classroom. The plan includes elements of prescriptive teaching, task analysis, and behavior modification. In 1977-78, a new approach to reading that features individualized instruction at the child's level of functioning will be introduced. As usual with a mainstream approach, the responsibility for the child remains with the classroom teacher, with the resource room teacher providing support.

Since a speech therapist is on staff, the assessment process includes an analysis of speech patterns. If deficiencies are found, the therapist provides appropriate treatment by visiting each resource room on a rotating basis.

OUTREACH AND REPLICATION

During the first year, project staff concentrated on building understanding and support for the project among classroom teachers because its approach to serving LD children, essentially a mainstream approach, depends largely on their good will and cooperation to be successful. Resource room teachers worked closely with classroom teachers to whom an LD child was assigned, helping them implement the child's educational plan and providing consultation and support, either in the classroom or in the resource room. Some resource room teachers conducted workshops for all classroom teachers, and this effort will be expanded during 1977-78.

Supplementing this pragmatic, on-the-job approach, the project staff offers two graduate credit courses in learning disabilities through the Arkansas State University at Jonesboro. The course is free to teachers from the four school districts associated with the Northeast Arkansas CSDC Cooperative.

During 1977-78, a training course for parents will be designed to expand their role in the education of their children. Project staff currently confer with parents when a child is referred for assessment in order to seek more information about the child and to explain the assessment process, including the child's due process rights, and the kind of educational program that typically results. Careful records are kept on all contacts between parents and the project once the child begins following his or her educational plan. Surveys are also conducted periodically to determine the parent's perceptions of the LD program and their child's progress within it.

PRODUCTS

A brochure and slide-tape describing the project.

UNIQUE FEATURES

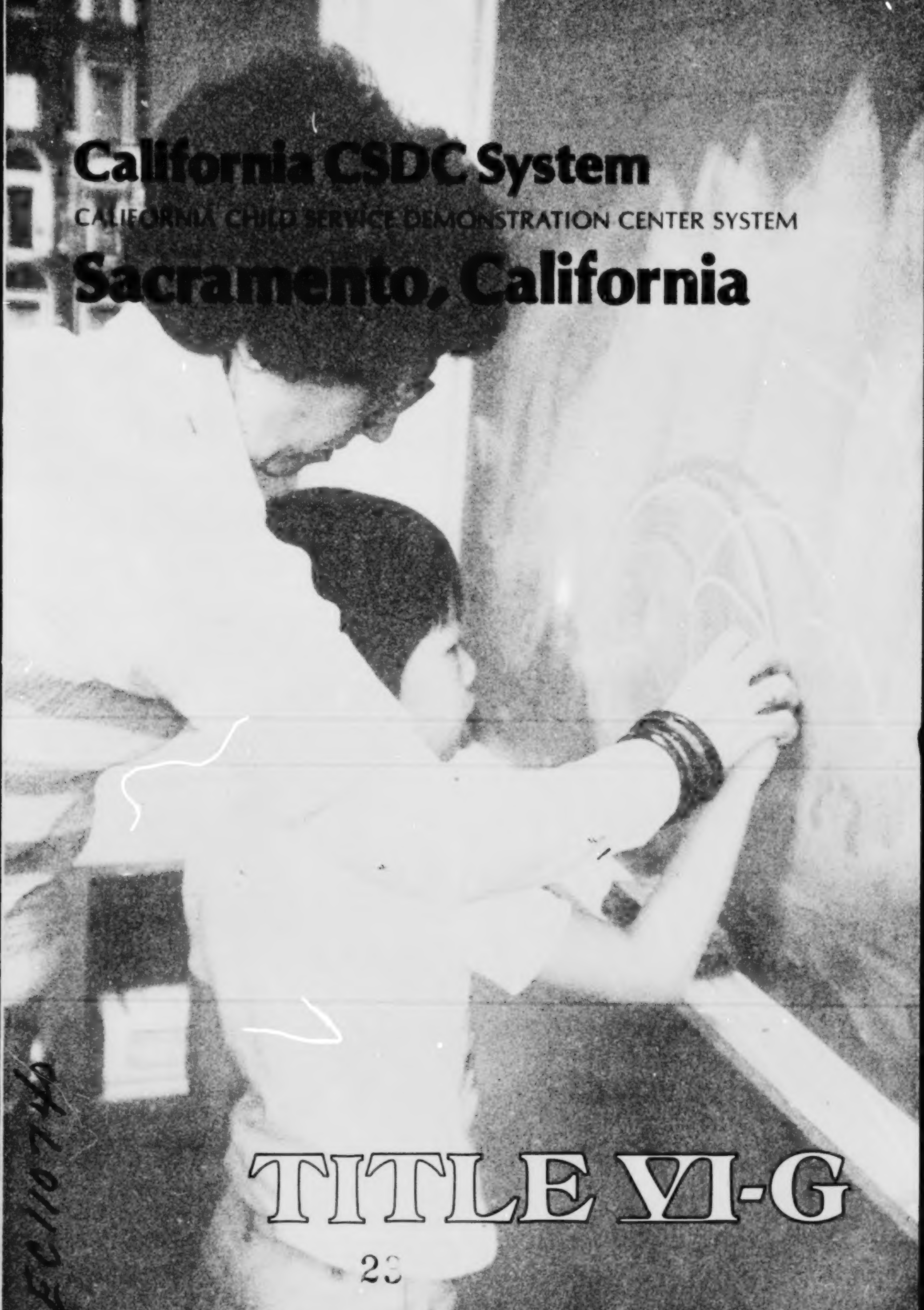
- A cooperative administrative structure and program involving staff and resources from four school districts.
- Graduate college credits awarded for free, inservice teacher training.
- Early parental involvement in the assessment process.
- Emphasis on due process aspects of a child's assessment.

WORKSHOPS

- Characteristics of the LD child
- Procedures for Educational Intervention on behalf of the LD Child
- Due Process Issues in the Assessment Process

For more information about this project and its products please write:

Ms. Paulette Wagner, Project Director
Northeast Arkansas CSDC Cooperative
Manila School District
P.O. Box 670
Manila, Arkansas 72442
or call: (501) 561-4900



California CSDC System

CALIFORNIA CHILD SERVICE DEMONSTRATION CENTER SYSTEM

Sacramento, California

TITLE VI-G

EC101249

Sacramento, California

The California CSDC System (CSDCS) provides direct pupil services to learning disabled children and inservice training for school districts seeking to improve their special education programs through a system of seven project centers operating under the California State Department of Education.

CSDCS centers subscribe to a common approach for remediating learning disabilities, including: 1) defining the problem, 2) collecting information relative to the problem, 3) synthesizing and implementing a solution, 4) evaluating the solution, and 5) providing feedback. Each center offers a model program that varies its service delivery, so that school districts can select the specific one that best suits their needs or combine elements of several programs. The flexibility of the California CSDC System in responding to local training needs to provide a comprehensive delivery system for LD students has been called its strongest characteristic.

HISTORY

Since 1969, California has supported the development of quality model programs for learning disabled children. In 1974, the Office of Special Education selected seven projects that had been functioning independently with state support for 2-5 years to form a statewide CSDC System.

The projects comprising the CSDC System are:

SAN FRANCISCO MODEL SERVICE CENTER (K-12)

Trains school building teams onsite to assess and plan for LD students. Specializes in utilizing available staff and resources, and in developing local problem-solving capabilities.

SAN DIEGO CHILD SERVICE DEMONSTRATION CENTER

Previously under the San Diego County Board of Education, the center utilized a mobile van to provide direct services to students and inservice training for teachers in small rural schools. The van is still available through San Diego County schools for districts interested in rural outreach services. The center now serves San Diego city schools similar to the San Francisco model.

CASTRO VALLEY TEAM LEARNING CENTER (K-12); REDLAND DIAGNOSTIC SERVICE CENTER (K-12); SAN MATEO EDUCATIONAL PLANNING CENTER (K-8); ALAMEDA HELPING HANDS CENTER (4-12); HACIENDA-LAPUENTE DISTRICT INTENSIVE SERVICE CENTER (K-9)

These five centers offer in-center assessment and planning services for individually referred students. Intervention and monitoring occur in the student's own classroom. The Redland Center uses a task analysis approach to assessment; the San Mateo Center employs an ecological approach based on Piaget's theory of cognitive development; the Alameda Center relies extensively on a direct observational system.

EDUCATIONAL PROGRAMMING

Regardless of their particular approach or technique, all centers observe a logical, systematic process for remediating learning disabilities. This process includes:

- early identification
- assessment of functional skills and learning patterns
- individualized educational programs (IEPs)
- realistic classroom intervention
- support for the teacher
- continuous monitoring of pupil progress
- active parent participation in all phases

OUTREACH AND REPLICATION

After initial discussions with the staff of the center it has chosen or been referred to, a school district must prepare a training and adoption plan that identifies goals, implementation tasks, staff training needs, and management responsibilities. Then, a team of four to five local staff members participates in five days of training either at the center or onsite. This features training in assessment, educational planning, implementation, and monitoring as the team works directly with learning disabled children. Center staff follow up this initial training with onsite visits to assist the team in the implementation of the training and adoption plan. In addition to the five-day training, centers offer shorter, topical workshops to meet specific programmatic needs.

Center programs reaching an estimated 6800 students have been adopted by 240 school districts throughout the state. Teams have been trained in three other states. A limited number of out-of-state training programs are available in 1978.

PRODUCTS

Available only to training groups

UNIQUE FEATURES

- A statewide system of seven centers coordinated by the state department of education.
- A common process of remediating learning disabilities, but each center offering a distinctive service delivery model.
- A variety of service delivery systems, from which school districts may choose the one (or a combination) best suited to the needs of their students and school.
- Extensive inservice training based on negotiated training and adoption plans.

WORKSHOPS AVAILABLE

- Five-day intensive training for school district teams, offered by each center.
- Topical workshops provided as follow-up to previously trained school teams on such subjects as:
- Implementing a parent education group
- Utilizing a mobile van
- Intervention strategies
- Developing Individualized Educational Programs (IEPs) in compliance with P.L. 94-142
- Training in Peer Tutoring

For more information about this project and its products please write:

Mr. Karl E. Murray, Project Director
California State Department of Education
721 Capitol Mall, 6th floor
Sacramento, California 95814
or call (916) 322-4695

Project OLA

OPPORTUNITY FOR LEARNING ADVENTURES

Meriden, Connecticut

TITLE VI-G

Meriden, Connecticut

Project OLA (formerly called Project MECCA) identifies and remediates specific learning disabilities of children in kindergarten and the primary grades through a task analysis instructional system. Under this approach, the kindergarten curriculum is divided into major tasks. These are then subdivided into discrete sequential steps which a student must complete successfully in order to master the major task. Classroom and special education teachers engage students in task activity exercises (alone or in groups) and record their performance on learning profiles. Each profile identifies strengths and weaknesses that suggest appropriate intervention techniques.

After kindergarten, those children identified by the learning profiles as needing further intervention continue to receive similar assistance during first grade in the regular classroom. For most LD children, first grade ends the intervention phase. From second grade on, those with multiple difficulties (less than 1%) usually divide their time between a regular classroom and an intensive LD classroom.

Evaluation indicates that the task analysis approach, which diagnoses the learning abilities of every kindergarten child, produces significantly greater achievement than a multidisciplinary approach (referral, individual testing, followed by educational planning and placement by a team of professionals).

HISTORY

In 1965, staff of the Pupil Personnel Services office in Trumbull began screening kindergarten children to identify language handicaps and severe learning difficulties. This led to an emphasis on exploring ways to remediate these difficulties before they became more serious. The experience gained in early identification and remediation prompted Trumbull school officials to apply for a Title VI-G grant. It was awarded in July, 1973.

Since then, Project OLA has screened 3500 children, provided full assessment services for 300 children, and provided instructional and remedial services for 400. During 1976-77, 1500 children were screened, 100 underwent a full assessment, and 200 received remedial and instructional services.

In 1977, achievement data for students enrolled in Project OLA's instructional system was reviewed by a board of educational program and evaluation experts (the OE-NIE Joint Dissemination Review Panel) at the HEW Division of Education. The board declared the program to be effective and, therefore, eligible for diffusion throughout the country under the auspices of the National Diffusion Network.

EDUCATIONAL PROGRAMMING

Originally, Project OLA used standardized screening tests to identify potential LD children. In 1974, it arranged for all kindergarten children to come to school one week early so the staff could observe them in the classroom and plan appropriate activities for each one with potential LD once the school year began. Then, in 1975, the staff relied on the diagnostic characteristics of the task analysis system, which by then was completed, plus a screening instrument, to identify children during the first two months of the school year.

Each LD child has an individual classroom plan that is based on a task activity book. This book lists all major tasks to be mastered during kindergarten — some 40 altogether — and the subtasks listed sequentially under each major task. A child enters the system where his level of functioning dictates. Activities enabling him to advance to the next step of a particular task are planned by the classroom teacher in consultation with an LD teacher and other specialists.

A child's performance is recorded on summary sheets that indicate, at-a-glance, his progress towards mastering the various tasks and where more work is needed. For mid-year and final reporting dates, a profile sheet is developed from data abstracted from the summary sheets. The profile clearly indicates the pattern of learning and areas of probable disability, which, in turn, suggest appropriate remediation techniques.

If remediation during kindergarten proves ineffective, a child undergoes a full diagnostic test battery. From this information and his record during kindergarten, a placement team plans an individual education program for him during the first grade.

OUTREACH AND REPLICATION

Project OLA originally started in two elementary schools in Trumbull. Since evaluation results indicated conclusively that the task analysis approach was more effective, the other five elementary schools in Trumbull adopted it. In addition, Project OLA now operates in five schools in Meriden and three in West Hartford.

Extensive inservice workshops have introduced the task analysis approach to 50 school buildings in 20 school districts. Teacher training involves a one-week inservice program in the summer on task analysis and the identification and remediation of potential learning problems. This is followed by weekly training sessions during the school year and three days of inservice during the year on task analysis and individualization of the kindergarten program.

PRODUCTS

A LEARNING ADVENTURE by Julia J. Rothenberg
A manual describing the OLA program, its approach and results.
PROJECT BROCHURE
A descriptive overview brochure of the program.
LEARNING STRANDS
An activities booklet that supplements the **LEARNING ADVENTURE** book.

UNIQUE FEATURES

- Learning profiles indicate precisely a child's progress towards mastering the 40 major tasks that comprise the kindergarten curriculum.
- Continued intervention for first and second grade children in the regular classroom.
- Cooperative planning by classroom teachers and LD and other specialists.
- Significantly more improvement in children served by task analysis approach.
- Instructional program validated by the HEW Division of Education's Joint Dissemination Review Panel.

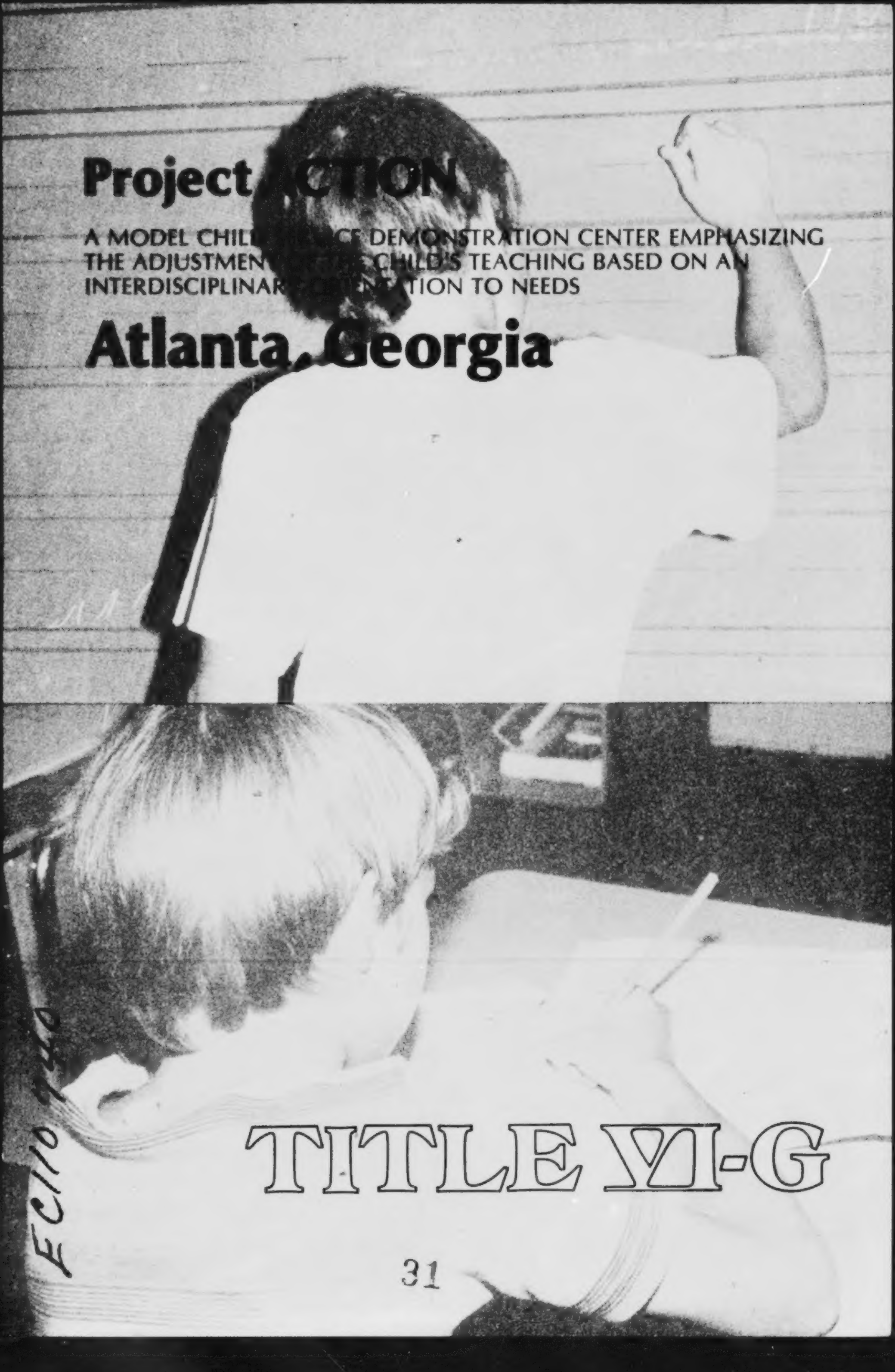
WORKSHOPS

TITLE	AUDIENCE
Non-categorical Mainstreaming	Teachers, Parents, Paraprofessionals
Early Intervention	Teachers, Parents, Paraprofessionals
Observation and Individualized Training	Teachers, Parents, Paraprofessionals
Intervention and Learning Centers	Teachers, Administrators

For more information about this project and its products please write:

Ms. Helen Paris, Director
Project OLA
Meriden Public Schools
Annex Building, Room 9
22 Liberty Street
Meriden, Connecticut 06450
or call
(203) 634-0003, Ext. 232

TITLE VI-G



Project ACTION

A MODEL CHILD GUIDANCE DEMONSTRATION CENTER EMPHASIZING
THE ADJUSTMENT OF THE CHILD'S TEACHING BASED ON AN
INTERDISCIPLINARY ORIENTATION TO NEEDS

Atlanta, Georgia

TITLE VI-G

EC110 940

Atlanta, Georgia

This CSDC is a project of The Howard School in Atlanta, a distinguished private school that has served severely learning disabled children for several years. To continue research on the treatment of learning disabilities, and to demonstrate effective assessment and instructional procedures, the CSDC is providing services at two locations: at Howard School itself and in the nearby Decatur Public Schools. CSDC staff go to Decatur to conduct screening and diagnostic assessments (including the development of individual education plans), hold inservice training sessions, and consult individually with LD specialists and classroom teachers. In addition, the CSDC is producing multimedia training packages intended for use as resources for replication, staff development, parent education and university training programs.

HISTORY

The Title VI-G grant application was written by a Georgia State University Faculty member who had worked with the Howard School in several capacities, primarily as a supervisor of graduate students in learning disabilities. He proposed a program that, in effect, extended the diagnostic services the Howard School had been performing for individual students for some time. Since Decatur LD specialists considered the Howard School as a resource, there was no need for an initial "get-acquainted" phase, and CSDC services to students began immediately.

The author of the proposal serves as project coordinator, while continuing to devote 50% of his time to university responsibilities. Other staff are: an LD specialist who primarily does diagnostic work, a media development specialist, and a school psychologist. The director of the Howard School provides overall project management.

No Title VI-G funds pay the salaries of staff at the Howard School. Instructional costs of students from Decatur are paid with public funds. Title VI-G funds cover the costs of development, consultation, and training provided to the Decatur Public Schools and the costs of producing the multi-media training packages.

EDUCATIONAL PROGRAMMING

Screening and diagnostic assessments are conducted by the CSDC staff at either the Howard School or the Decatur Public Schools. The data reviewed by the placement team includes an extensive report from the CSDC social worker on home environment and other sociological factors. The educational assessment includes the results of a trial teaching and observation period.

A student may be assigned either to a self-contained classroom at the Howard School or a resource room in Decatur. Teachers usually work with groups of nine students at the Howard School. Instructional services feature task analysis, prescriptive teaching, and behavior modification. Typically, a full-time student remains at the Howard School for 20 months, attending classes for 30 hours a week.

During 1976-77, the CSDC screened 139 students, of whom 90 received a full-scale assessment. The CSDC provided instructional services to 147 students, some of whom were diagnosed as LD students by persons other than CSDC staff members.

OUTREACH AND REPLICATION

The CSDC is relying upon the multi-media training packages as the principal vehicle for replicating the assessment, instructional, and evaluation procedures being demonstrated. A full-time media specialist produces these training aids with the assistance of other staff members. Her job is made easier because shooting film or videotape in a private school is less disruptive than in a public school. She can also call upon the resources and expertise of the National Medical-Audiovisual Center, an NIMH-funded operation located nearby.

PRODUCTS

MODULES

TAKE THE CURSIN' OUT OF CURSIVE — series of three modules on teaching cursive writing to children with motor problems.

I — Problems in Handwriting
II — Prewriting Skills
III — Writing Skills

MAKING MATH MEANINGFUL — a series of six videotape modules on teaching fractions. Techniques used apply to a wide variety of learning problems, and may be used as a method of initial instruction for children with no learning problems.

I — Introduction — Fractions as Part of a whole.
II — Introduction — Fractions as subsets of a set.
III — Addition of Fractions
IV — Subtraction of Fractions
V — Multiplication of Fractions
VI — Division of Fractions

TOUCH AND FEEL — a three part series on use of the kinesthetic method to teach letters, words and numbers.

CAMP HOWARD — a videotape overview of a residential summer camping program for children with learning problems. (Also available as a double projector sound slide show)

THE HOWARD EVALUATION PROGRAM — a double projector sound-slide show presenting an overview of the psycho-educational evaluation program. Intended audience — parents of children with learning, emotional or developmental problems.

PROJECT ACTION — a sound slide presentation of Project ACTION's aims, goals and objectives.

UNIQUE FEATURES

- Public-private school cooperative arrangement.
- Multi-media training packages.
- Inservice training and consultation for public school staff.
- Placement of public school students in private schools' self-contained classrooms.

WORKSHOPS

Teacher inservice workshops are available to accompany each series of video modules.

Print materials include a leader's guide and learner's packet. The leader's guide gives directions for presenting a complete workshop utilizing the video modules. The learner's packet includes an overview of the content of each module and representative work sheets to be duplicated for classroom use.

For more information about this project and its products please write:

Dr. Mary Ben McDorman, Director
Project ACTION
The Howard School, Inc.
1815 Ponce de Leon Avenue, N.E.
Atlanta, Georgia 30307
(404) 377-7436

ect SCA

AT (SUPPORT, COMPETENCY ASSISTANCE, AND TRAINING)
M MODEL TO ENHANCE QUALITY SERVICES TO CHILDREN

Boise, Ida

TITLE VI-G

Boise, Idaho

Project SCAT A SCAT (SUPPORT, COMPETENCY-ASSISTANCE, AND TRAINING) TEAM MODEL TO ENHANCE QUALITY SERVICES TO CHILDREN

The SCAT CSDC, a project of the Idaho State Department of Education, serves elementary school children in suburban and rural schools by training teachers to use Systematic Instruction, a behaviorally-based instructional process that includes: 1) initial assessment of student performance, 2) establishing long-term goals, 3) sequencing short-term objectives, 4) designing and implementing appropriate instructional programs, 5) direct and daily assessment of student performance, 6) use of student performance data as a basis for instructional decision-making, and 7) use of on-going assessment of skills. The project has developed a comprehensive screening process that identifies high-risk children. Subsequent skill-specific assessments conducted over a five-day period are used to establish each child's learning pattern and to indicate where instruction should begin.

The "Systematic Instruction" process is a comprehensive systems approach that features long- and short-term behaviorally-stated objectives, detailed educational programming for each skill to be mastered, the use of direct and daily measurement of student performance as a basis for instructional decision-making, and periodic assessment of previously-mastered skills to assure maintenance.

The SCAT project has established demonstration centers and developed several training packages to increase the exportability of the Systematic Instructional process.

HISTORY

In 1973, Idaho passed legislation mandating appropriate education for all exceptional students. The following year, the State Department of Education established the SCAT project through a Title VI-G grant. During the developmental stages, project staff worked closely with the staff of the Experimental Education Unit of the University of Washington in Seattle.

Since 1974, the SCAT project has screened all students in participating elementary schools, and provided individual assessments for 10-20% of those screened. Eventually, about 3-5% of all children screened receive special services.

EDUCATIONAL PROGRAMMING

High-risk children are identified using skill-based screening tests tailored to reflect each district's local curriculum. The students are then given skill probes once a day for five days in target skill areas. During this probing procedure, each child receives feedback on his or her performance on the target task. Five-day assessments are given to obtain an accurate picture of each child's learning patterns. Those students who exhibit no-growth learning patterns are then classified as high-priority for special services.

Based on the initial assessment information, an interdisciplinary child study team establishes long-term goals for each child. Short-term objectives are then written and sequenced for each goal. At this point, teachers plan and implement instructional programs leading to mastery of each objective. Teachers use a variety of instructional materials. "We have found it is not necessarily materials which make the difference," the project director said, "but the careful planning and presentation of materials in a systematic way."

Once the instructional program is operating, skill-based measurement of student performance occurs daily. To assist teachers in assessing daily data, the SCAT staff has developed a guide for analyzing student-performance data, planning appropriate interventions, and altering instructional programs when necessary.

Once a student masters a target objective, on-going assessment procedures allow teachers to periodically check how well students maintain those skills and to see the effects of programming across a broad range of skills.

OUTREACH AND REPLICATION

The SCAT project has established demonstration sites with model classrooms and has coordinated project training with statewide training efforts in IEPs of the State Department of Education. With the expansion of its training capacity, the SCAT project has been successful in increasing the number of teachers implementing systematic instructional procedures.

Project SCAT

A SCAT (SUPPORT, COMPETENCY-ASSISTANCE, AND TRAINING)
TEAM MODEL TO ENHANCE QUALITY SERVICES TO CHILDREN

PRODUCTS

AN INTRODUCTION TO SYSTEMATIC INSTRUCTION

Set of eight Training Monographs:

1. Initial Assessment
2. Skill Screeners for Basic Math & Reading, K-Junior High
3. Long Term Goals
4. Short Term Objectives
5. Instructional Programming
6. Measuring Student Performance
7. Using Data to Make Program Interventions
8. On-going Assessment Procedures

Project Brochure:

Single-topic Working Papers/Monographs dealing with Charting, Data-Based Decision-Making, Specific Instructional Strategies

UNIQUE FEATURES

- Early identification of high-risk children using skill-based screening instruments.
- A systems approach to educational programming.
- Demonstration classrooms.
- Extensive packaging of training materials.
- Emphasis on resource and classroom teachers as implementing individualized educational plans (IEPs).
- Procedures for direct and daily continuous assessment of student performance.
- Use of student performance changes as a basis for program interventions.

WORKSHOPS

- Implementing P.L. 94-142 at the classroom level
- Initial assessment procedures — skills screening, probing
- Establishing long-term goals and short-term objectives
- Designing, implementing, and evaluating instructional programs
- Measuring and interpreting student performance

For more information about this project and its products please write:

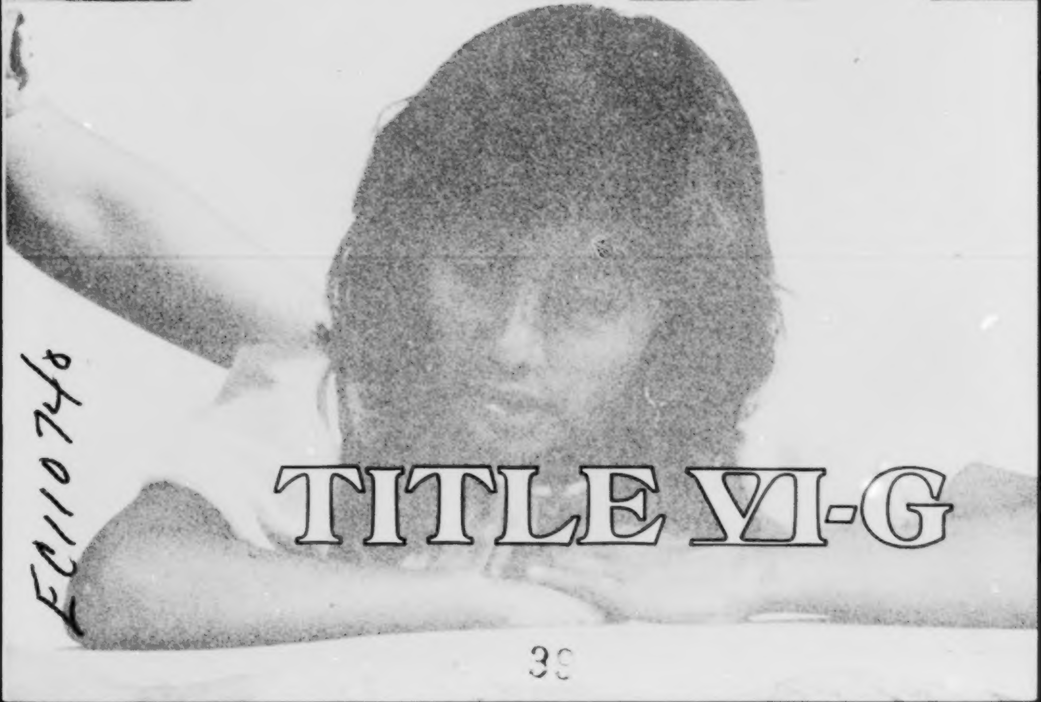
Mr. Fred Russell, Project Manager
Learning Resource Center
Library Road
Boise State University
Boise, Idaho 83725
or call: (208) 385-3687

TITLE VI-G

Ball State University CSDC

BALL STATE UNIVERSITY CHILD SERVICE DEMONSTRATION CENTER
FOR CHILDREN AND YOUNG ADULTS WITH SPECIFIC
LEARNING DISABILITIES

Muncie, Indiana



TITLE VI-G

EC110740

Muncie, Indiana

Ball State University CSDC

A project of the Department of Special Education, Ball State University, this CSDC is providing direct services to elementary and secondary LD students in five Indiana schools through a resource room model. It is also working with pre-school children enrolled in a Head Start program. The staff provides screening, diagnostic services, remediation in the resource rooms, and consultation with classroom teachers to whom LD students are assigned. In the pre-school component, staff conduct screening to identify potential LD children, and help Head Start teachers provide appropriate services. The CSDC also conducts inservice training for classroom teachers and orientation programs for parents. To facilitate replication of its program, the CSDC is publishing several training packages.

HISTORY

Although traditional services for handicapped youth are available in most Indiana school districts, there were no comprehensive learning disabled programs for an estimated 900 pre-school children, 9,000 elementary school children, and 8,500 secondary students in the state. Ball State University, which trains LD teachers at the primary through secondary levels, sought a Title VI-G grant to provide direct LD services to schools that had none and simultaneously to conceptualize and field test a model program that could be replicated by other Indiana schools. To this task, the Department of Special Education could bring all relevant resources of the university.

The project director of the CSDC, a member of the Ball State University faculty, also serves as the coordinator of the Head Start program component. There is a coordinator for the elementary and secondary programs, and one for inservice training and product development. Four CSDC demonstration teachers, assisted by two aides and two graduate students, staff the resource rooms in three elementary schools and two junior high schools.

EDUCATIONAL PROGRAMMING

In 1976-77, the CSDC staff screened 103 children enrolled in the Head Start program in Muncie, Indiana. A complete diagnostic work-up was provided for 18 children by an educational diagnostician and a school psychologist. Twelve of these children received individualized instruction in a resource room setting for three months.

For the elementary school component, the staff screened 4,000 students in Anderson, Indiana, and provided full assessment services to 51. Thirty students have been enrolled in a resource room program where for one hour daily they receive prescriptive instruction in reading, spelling, math, and written expression. The diagnostic assessment is designed to indicate the appropriate task level for each student when he or she enters the program.

A resource room setting is utilized for remediating deficits of LD students in two Anderson junior high schools. During 1976-77, the CSDC staff screened 76 students, provided full assessment services to 56, and delivered instructional services to 15 in a resource room for one hour daily. As in the elementary program, remediation concentrates on basic skills, and achievement is monitored by criterion-referenced instruments. The staff also works closely with 15 LD children who continue in a mainstream program, and with their teachers.

OUTREACH AND REPLICATION

In its first year, the CSDC is placing primary emphasis on creating an environment in schools and in the homes that will sustain and support the activities prescribed for LD children in their individualized educational plans (IEPs). This calls for considerable inservice training and numerous parent meetings to explain the purpose of the project, the characteristics of LD children, and how the audience can help an LD child complete his or her education plan. As the CSDC staff performs these training tasks, it is designing and writing procedural manuals that will serve as guides for other schools who replicate the model in the future.

PRODUCTS

MANUAL FOR RESOURCE ROOM TEACHERS

Describes the role of the resource room teacher in identifying learning problems, applying placement procedures as prescribed by P.L. 94-142, and intervening with direct and indirect services. In modular format. (In press)

MODULE FOR DEVELOPING INDIVIDUAL EDUCATION PLANS

Self-instructional. Trains school personnel in the skills necessary to develop appropriate individualized educational plans (IEPs). Topics include: use of assessment data, writing objectives, task analysis, constructing criterion-referenced test items, and systematic evaluation of results.

COPING SKILLS INVENTORY FOR SECONDARY LEVEL LD ADOLESCENTS

In press

UNIQUE FEATURES

- Resource room approach with program models for pre-school, elementary, and secondary levels.
- Cooperative project between Ball State University and local school districts.
- Project manuals available.

WORKSHOPS

PRE-SCHOOL PROGRAM

TITLE	AUDIENCE
Identifying and Planning for the Exceptional Child	Pre-school teachers and aides
Motivating and Prompting Appropriate Behavior	Pre-school teachers and aides
Evaluating Instructional Techniques	Pre-school teachers and aides
Individualizing Instruction	Pre-school teachers and aides
Creating Classroom Materials	Pre-school teachers and aides
ELEMENTARY SCHOOL PROGRAM	
Learning Disabilities Overview	General
Diagnostic Procedures for LD Children	Teachers and administrators
Programming for LD Children	Teachers, administrators, and parents
Parent Workshops	Parents
SECONDARY SCHOOL PROGRAM	
Characteristics of the LD Adolescent	General
Programming for the Secondary LD Student	General

For more information about this project and its products please write:

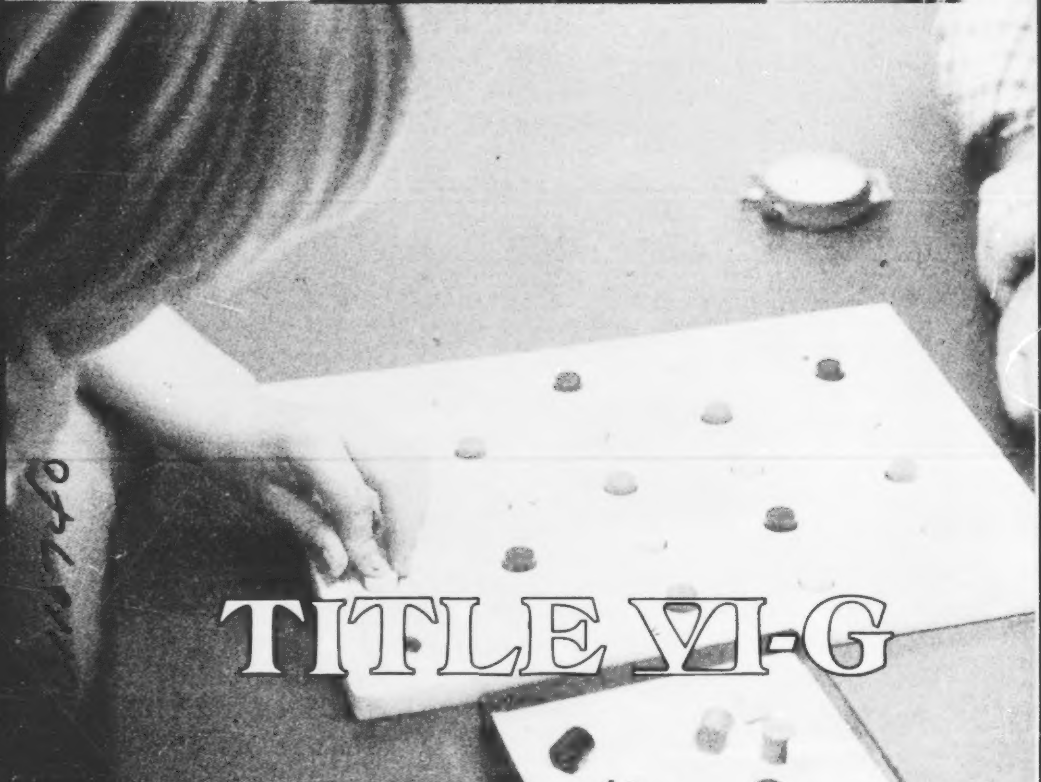
Dr. Dale Lawver, Project Director
Ball State University Teachers College
Department of Special Education
Muncie, Indiana 47306
or call: (317) 285-6772

TITLE VI-G

Central Kentuck

CENTRAL KENTUCKY DIAGNOSTIC-P
SERVICE CENTER

Frankfort, K



TITLE VI-G

Frankfort, Kentucky

The Kentucky CSDC is a project of the Bureau of Education for Exceptional Children, Kentucky Department of Education. Utilizing an interdisciplinary team approach, the CSDC is developing a Diagnostic-Prescriptive Educational Service Center in central Kentucky to serve as a state model for the identification, assessment, and educational placement of high risk students, grades K-12. Two types of assessment are conducted by the project staff—one for the purpose of identification and placement, the other for drawing up individualized educational plans. The CSDC also trains staff of local school districts in identification, assessment, and educational planning; conducts training sessions for parents of LD students; and arranges field-training for university graduate students who are studying learning disabilities and educational psychology.

HISTORY

In 1970, there were 34 LD programs in Kentucky. Five years later, some 5,300 LD students were being served in 438 LD classroom units operating in 66 of the state's 177 school districts. These programs reached approximately 38% of the estimated LD population. Despite these gains, state educational policymakers continued to press for more services for all handicapped students. In response, the Bureau of Education for Exceptional Children held a series of regional meetings to determine the extent and quality of services being offered. It found a great deal of confusion and misunderstanding about how to effectively identify, assess, and provide for LD students. This was attributed to new state regulations on LD students, a lack of qualified personnel in local school districts, and the lack of coordination among school districts and other agencies serving LD students. Therefore, to demonstrate a model program for school districts throughout Kentucky, the Bureau proposed the Diagnostic-Prescriptive Educational Services Center. It is providing services to students in 14 school districts.

A staff member of the Bureau serves as a full time project director. Other CSDC staff members are: two school psychologists, an educational evaluation specialist, a diagnostic-prescriptive teacher consultant, and a school social worker. The CSDC also utilizes the services of several other professionals on a consulting basis.

EDUCATIONAL PROGRAMMING

Working with — and simultaneously training — local school staff at their schools, CSDC staff members are screening, assessing, and developing educational plans for high risk LD children at all grade levels. The screening determines the eligibility of a student for LD services according to guidelines established by state regulations. The educational assessment contains information about a student's environment (both school and home) and his or her instructional needs. As required by state law, the assessment also includes the results of classroom observations.

Because the CSDC emphasizes a continuity of instructional progression, the educational plan incorporates long-term educational goal statements and short-term instructional objectives. Without this longer view, the CSDC maintains that a task analysis approach to educational planning usually results in short-term, segmented programming.

The assessment and recommended educational plan for each LD student is presented to a school-based Admissions and Release Committee for review and approval.

Actual placement of an LD student depends on the types of programs available in a school district. The responsibility for implementing the plan falls on the local staff, although CSDC staff members provide follow-up consultation to resource teachers and classroom teachers.

OUTREACH AND REPLICATION

The first year of the CSDC was devoted primarily to organizing the model program. This required introducing the model to the staffs of the 14 participating school districts and establishing a working relationship. To generate awareness of the CSDC and its program beyond these school districts, the staff held numerous meetings with parents and civic groups and made a presentation to a state educational convention.

In its third year, the CSDC plans to replicate the model program in 10 additional school districts, with services being provided to an estimated 800 LD students.

PRODUCTS

Procedures of Admission and Release Committees

A 45-minute video-tape.

UNIQUE FEATURES

- Interdisciplinary approach to assessment.
- Long-term educational programming with built-in continuity.
- Review of educational plans by school-based committees.

WORKSHOPS

TITLE	AUDIENCE
Diagnostic Assessment Tools	Special Education Teachers
Learning Disabilities: Understanding the Concept	Parents
Parents as Partners in Teaching the LD Child	Parents
Where to Obtain Services for the LD Child	Parents

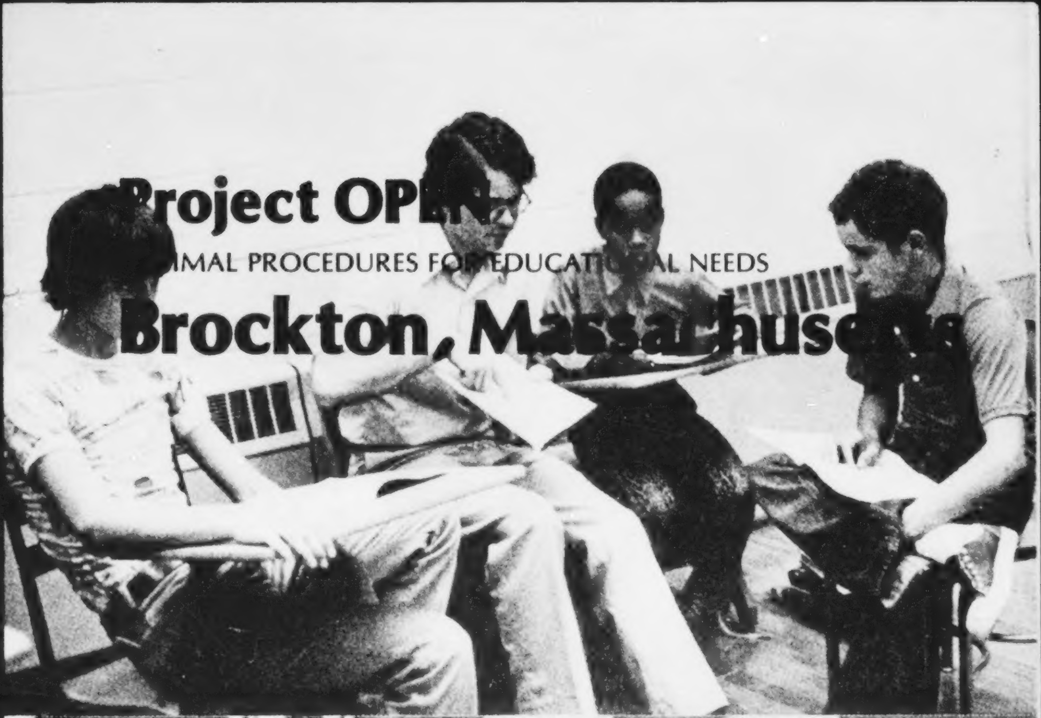
For more information about this project and its products please write:

Ms. Misha Phillips, CSDC Project Director
Bureau of Education for Exceptional Children
Kentucky State Department of Education
Capitol Plaza Tower
Frankfort, Kentucky 40601
or call (502) 564-2067

Project OPEN

IMAL PROCEDURES FOR EDUCATIONAL NEEDS

Brockton, Massachusetts



TITLE VI-G

EC 070740

Brockton, Massachusetts

Project OPEN serves LD students in the seventh and eighth grades. A resource room, staffed by an LD specialist and an aide, has been established in each of four junior high schools in Brockton, Massachusetts, an urban community directly south of Boston. LD students receive remediation services in the resource rooms and engage in learning activities prescribed for them in language arts and mathematics for the remainder of their LD program.

Project OPEN has been operating since it began in 1974 under a state department of education VI-G grant. Active dissemination of the program has begun with project staff conducting workshops for educators in southeastern Massachusetts, and its resource rooms serving as a model for other school districts in the region. Several of its screening procedures and instruments have been published. During 1977-78, several multi-media instructional packages designed to be used by classroom teachers in working with LD students are also scheduled to be published.

HISTORY

Project OPEN was one of the first projects in Massachusetts to provide systematic LD services to junior high school students. The pilot program was developed and tested in East Junior High School in Brockton. In 1976-77, it was installed in the other three junior high schools. The staff consists of the project director, four LD specialists, four aides, an evaluator, a psychologist (part-time), and — somewhat unusual for a CSDC — a media specialist. It is the media specialist's job to confer with classroom teachers and develop curriculum materials to assist them in providing for the needs of LD students. These materials are packaged in kit form and include worksheets, audio-tapes, photographs, overhead transparencies, and other items, as well as suggestions for use that are directed to specifically identified learning objectives. They are catalogued by teaching topic (most of the work is in the language arts), cognitive learning styles, and other descriptors.

In 1976-77, its first year as a Title VI-G project in its present form, Project OPEN screened all sixth grade students (1721 children) in the school district. After initiating a full assessment of the 200 students identified through screening as being potentially learning disabled, it provided remediation services to 125 students — about 30 in each school.

EDUCATIONAL PROGRAMMING

All sixth grade students are screened with the Project OPEN Screening Inventory. The academic, medical, social and psychological records of those students referred to the project are examined and further testing arranged with parental permission. An interdisciplinary team reviews the results and develops an individualized educational plan (IEP) with specific objectives. A monitor is appointed to assess student progress and recommend changes in the plan if required.

Students receive prescriptive remedial and tutorial services in the resource room for an average of three 40-minute periods a week. Specific learning activities are also carried out in the language arts and mathematics classrooms. In language arts, remediation is focused on basic skills: word attack skills, phonics, reading, listening comprehension, and written expression. Typically, a student remains in the LD program through the eighth grade.

OUTREACH AND REPLICATION

Project OPEN has contacted over 80 directors of special education in southeastern Massachusetts and is providing them with technical assistance through workshops and the distribution of Project OPEN materials, including *OPENlines*, its quarterly newsletter. Many special education teachers have made site visits to see the program in operation and the organization of the resource rooms. Curriculum workshops featuring the instructional packages prepared by the media specialist are planned for 1977-78. Project OPEN has coordinated its replication activities with the state regional education office serving southeastern Massachusetts.

UNIQUE FEATURES

- Target population is junior high school students, grades 7-8.
- Resource room delivery model; diagnostic-prescriptive instructional approach.
- Classroom teachers provided multi-sensory instructional materials by media specialist on staff.

WORKSHOPS

TITLE	AUDIENCE
Student Evaluation and Selection	Administrators, Teachers
Materials Development and Adaptation	Teachers
Introduction to Learning Disabilities	Language Arts and Math Teachers
Awareness and Training Workshops	Paraprofessionals

TITLE VI-G

PRODUCTS

SCREENING INVENTORY

A 32-item instrument to be completed by sixth grade classroom teachers as a general screening instrument, or by referring teachers in the junior high on any student they refer for Project OPEN services.

SCREENING AND SELECTION GUIDE

A 63-page booklet designed to assist classroom teachers in making appropriate referrals. It contains sections on defining LD, characteristics of LD, and classroom indicators of an LD student.

INSTRUCTIONAL GOALS AND MATERIAL CHECKLIST

A chart that lists 127 goals for LD students in auditory receptive language, visual receptive language, expressive language, expressive written language, and study skills.

TESTING PROCEDURES FOR LEARNING DISABLED STUDENTS

A list of alternative methods for testing LD students who would be disadvantaged under routine testing practices.

SERVICE REQUEST FORM

Records requests from classroom teachers in three areas: instructional materials, inservice, and technical assistance.

MATERIALS PRODUCTION EVALUATION FORM

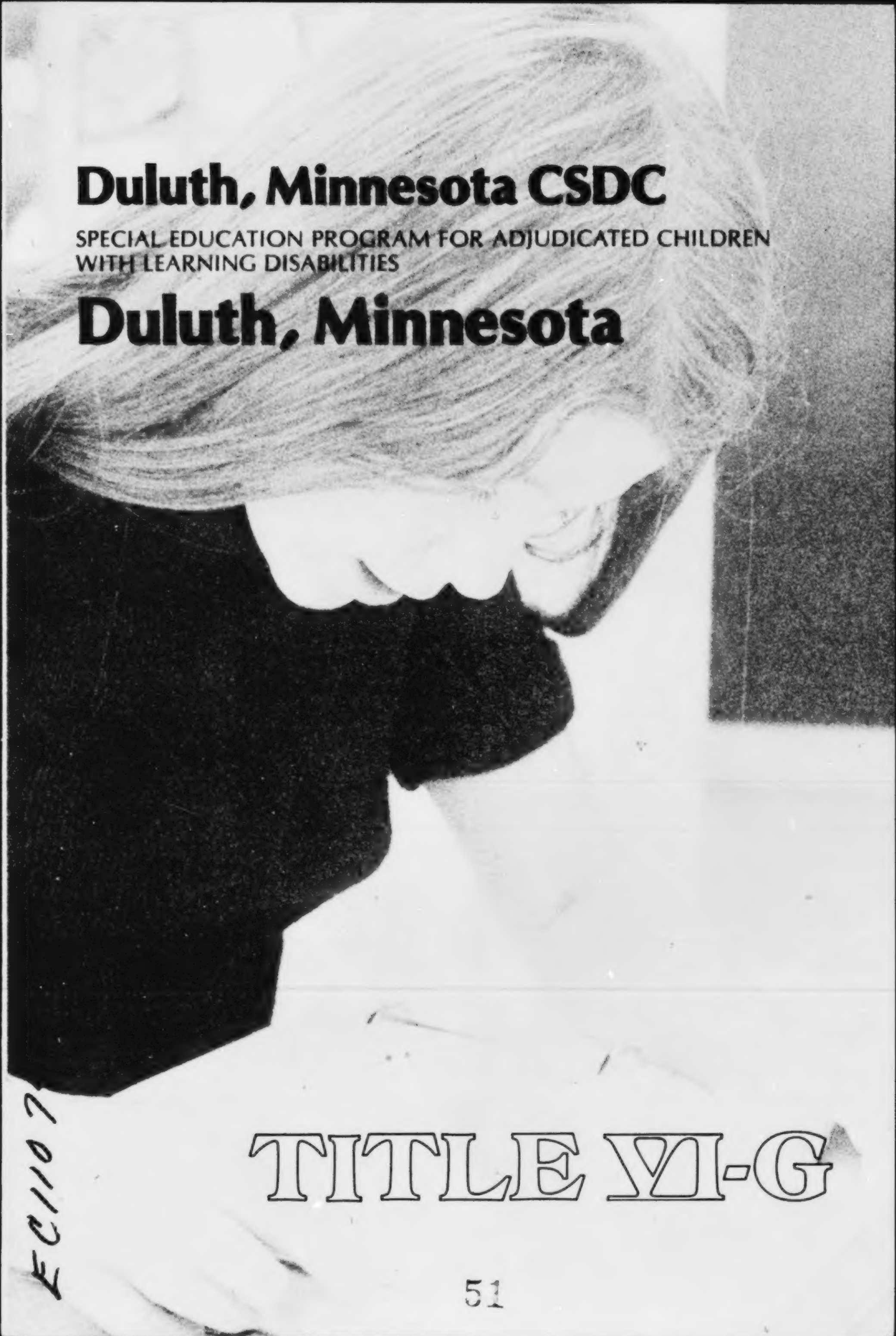
A form on which classroom teachers rate materials provided by Project OPEN.

LEARNING DISABILITIES REPORT FOR MAJOR SUBJECT AREA TEACHERS

A report that facilitates the sharing of diagnostic test data with classroom teachers.

For more information about this project and its products please write:

Ms. Paula T. Downs, Director
Project OPEN
East Junior High School
464 Centre Street
Brockton, Massachusetts 02402
or call: (617) 588-7800, ext. 306



Duluth, Minnesota CSDC

SPECIAL EDUCATION PROGRAM FOR ADJUDICATED CHILDREN WITH LEARNING DISABILITIES

Duluth, Minnesota

TITLE VI-G

EC1107

Duluth, Minnesota

A project of the 6-county Arrowhead Regional Corrections system, this CSDC provides screening, diagnostic, and educational services to adjudicated youth, ages 12-21, with learning disabilities and behavior problems. At two detention centers, individual education plans are carried out by corrections teachers using resources available within the institution. At three other sites, where the youth are on probation or parole, initial remediation is provided by corrections teachers, followed by placement in public high schools or on the job. Individual education plans feature basic skills, behavior modification, values clarification, and vocational training or career education for the purpose of preparing a student to graduate from high school, pass the GED examination, or secure a job. Off-site educational activities are monitored by a case manager who resolves problems arising from implementation of the education plan. The CSDC makes full use of all community social service resources.

HISTORY

The proposal was written by the director of education, Arrowhead Regional Corrections, to help potentially LD youth among status offenders (truants, run-aways, etc.) and those found guilty of serious crimes who were committed to the correctional system. Experience indicated that these youth had little chance for rehabilitation without individual education plans based on thorough assessment, a procedure beyond the resources of the system at that time. Further, schools had lacked success in working with parolees or probationers without close monitoring of student performance by the corrections system.

It was also apparent that contributions from community social service agencies to an individual's rehabilitation were piece-meal and disjointed.

The Title VI-G grant award permitted two correctional programs within the 6-county area to conduct educational programs with an LD capability, and three others to add LD services to their already established education programs. Three of the education programs are community-based and work with parolees and probationers; two others operate in dentention centers where the youth are incarcerated full-time. An 11-person staff of corrections teachers runs the five programs.

The CSDC staff, which supplements the staff of corrections teachers, consists of the director, two educational diagnosticians, a psychologist, three case managers, a part-time program evaluator, and four part-time teachers.

EDUCATIONAL PROGRAMMING

Many adjudicated youth, ages 12-21, within the five counties served by the CSDC are screened at the request of the court. Those with potential learning disabilities are assessed by CSDC staff utilizing a multi-disciplinary approach. In addition to results of diagnostic instruments, the staff reviews school records and seeks observations from teachers and other school officials. A staffing is then organized to prepare an education plan and assign responsibilities, depending on the program alternative.

For incarcerated youth, the education plan is limited to programs available at the institution. These usually include basic skills, career education, and some vocational training. Credits towards graduation are negotiated with the local high school. Drop-outs and older youth work towards the successful completion of the GED.

For parolees and probationers, the objective is to return them to high school or place them in a job. First, the youth attend what might be called self-contained classrooms at the youth center itself. There, they study basic skills, attitudes and values, and work on behavior patterns that will help them succeed in school or on-the-job. At the end of three months, they are placed in school, or into pre-vocational or vocational training, or actually on a job. Their progress is monitored by the case manager.

In all cases, the court approves the education plan. For those youth who committed felonies, it must approve a release from the program.

During the first year of the project, 155 youth were referred by the courts for screening; 150 received full assessment services; and 50 were enrolled in the CSDC program. Several judges remarked that the CSDC program enlarged the options they could consider when disposing of a case.

OUTREACH AND REPLICATION

In designing an educational plan for a parolee or a probationer, the CSDC utilizes various community resources for ancillary services. In addition to school officials and court personnel, representatives from such agencies (mental health, family assistance, and other health-related agencies) attend the staffing at which the assessment is discussed and the education plan devised. Parents are also encouraged to attend so they can understand the education plan and, if necessary, can use some of the social services themselves.

A CSDC case manager is appointed for each case to facilitate implementation of the education plan by acting as the youth's advocate in his relationship with the school and other agencies. Conversely, the case manager provides individual counseling and works on behavioral problems that may impede attainment of the educational objectives.

Without the coordination of community services, which is achieved at the staffing, and without the follow-up and support provided by the case manager, CSDC officials believe a parolee or probationer would have little chance of succeeding against the twin handicaps of a record and a learning disability.

PRODUCTS

Twenty-minute sound/slide presentation on the CSDC program.

UNIQUE FEATURES

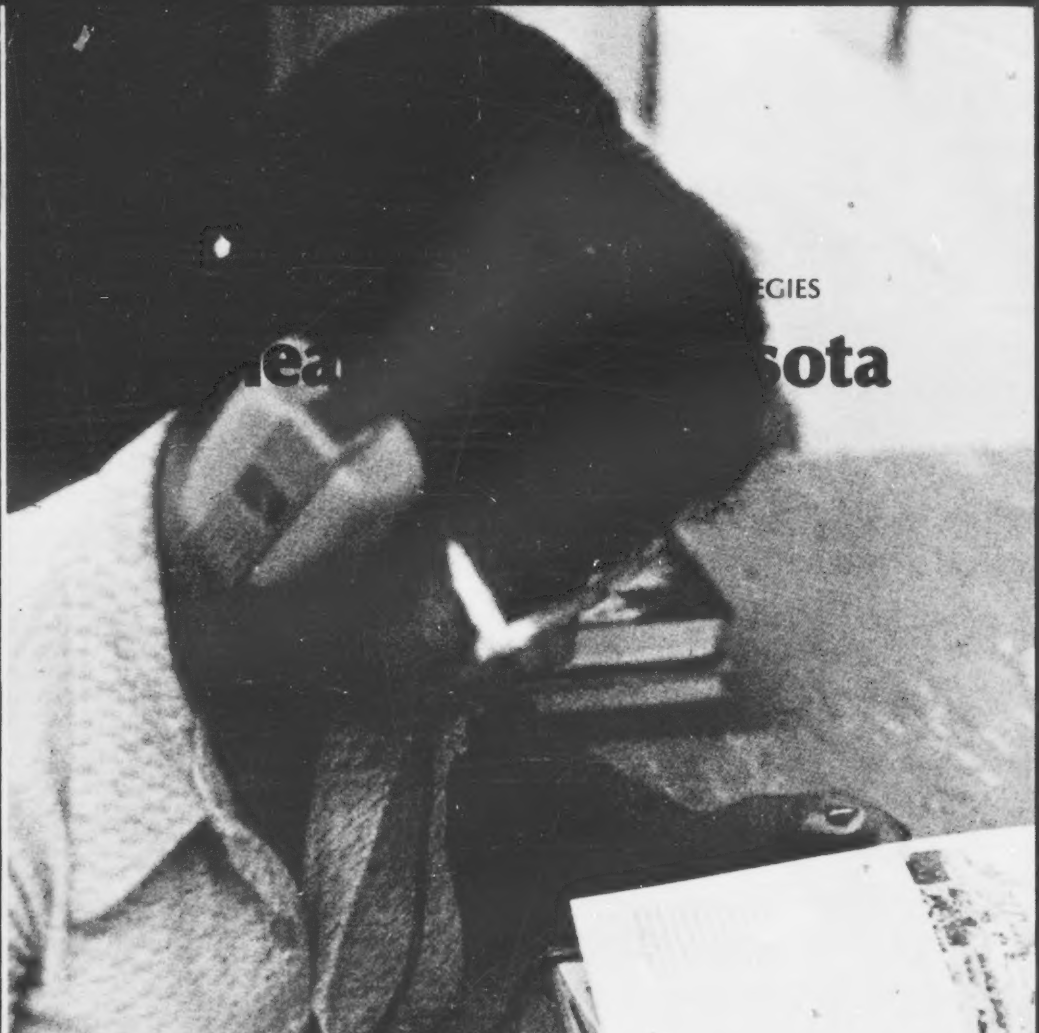
- LD program for incarcerated youth, ages 12-21.
- Community-based LD program for parolees and probationers, ages 12-21.
- Case managers assigned to facilitate implementation of education plan by schools, community agencies, and parents.
- Program broadens the number of options available to the courts when disposing of cases.

WORKSHOPS

TITLE	AUDIENCE
Writing Behavioral Objectives	Corrections teachers
Educational Programming	Corrections teachers
CSDC Programs for Adjudicated Youth	Probation Officers
Learning Disabilities: Rights Under the Law	Parents

For more information about this project and its products please write:

Mr. Storm L. Carroll, CSDC Project Director
Arrowhead Regional Corrections Center
Arrowhead Place
211 West 2nd Street
Duluth, Minnesota 55802
or call (218) 727-4556



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TITLE VI-G

EC110740

Minneapolis, Minnesota

Step Up with SIMS (Systematic Instructional Management Strategies), the CSDC in Minneapolis, Minnesota, provides instruction in basic language arts and math skills to severely learning disabled students, grades 1-9, who have not responded to programs offered in resource rooms at their home schools. Students receive instruction in self-contained classrooms at one of two learning centers—a suburban elementary school, or an inner city junior high.

The SIMS curriculum, based on a task analysis approach, focuses on sequential skill development. Performance is carefully monitored through criterion-referenced testing until students master target language arts or math skills. For example, the reading program emphasizes mastery and application of decoding skills and strategies.

The SIMS staff also conducts extensive training for LD resource room teachers in the use of SIMS curriculum materials and techniques. The staff trains regular classroom teachers to provide appropriate support services for severely learning disabled students returning to the regular classroom and conducts workshops for school administrators who are replicating the entire SIMS system.

HISTORY

The SIMS project, developed from an on-campus demonstration classroom in which graduate students were trained in techniques for teaching LD children, was operated jointly by the University of Minnesota and the Minneapolis Public Schools until 1972. At that time, the school system established an elementary school-based learning center to provide an intensive all-day program for severely learning disabled students. This center also is affiliated with the University of Minnesota's Department of Psychoeducational Studies as a field station for the LD training program. A year later, another center was established in a junior high school. The receipt of Title VI-G funds in July, 1975, enabled the centers to continue refining the SIMS curriculum and to expand the training of teachers in SIMS techniques. The LEA continues to provide the primary financial support for the operation of the SIMS demonstration centers.

During 1976, the SIMS project screened 64 students, and provided full assessment and instructional services to 62.

EDUCATIONAL PROGRAMMING

A student is referred to the CSDC program only after remediation in an LD resource room proves unsuccessful. Elementary students may undergo a ten-day screening and diagnostic placement at the prescriptive instruction learning center to determine if alternatives to a self-contained program should be tried. Once accepted in the program, a student receives a full educational assessment.

Criterion-referenced tests determine a student's entry level in the reading and math curriculum. He or she then completes several prescribed educational activities to develop the skill necessary to master the next level. Frequent testing enables the SIMS staff to monitor progress and uncover areas of deficiency.

In reading, the system teaches sounds and word structure, the speed of decoding words, and the transfer of concept rules to new operations. Daily periods of written and oral expression involve the extensive use of experimental science units, language development kits, and other standardized materials for elementary children. In math, vocabulary is stressed so that concepts can be understood. Manipulative equipment is used extensively.

A student is returned gradually to the regular classroom as he or she acquires skills necessary to complete regular classroom work — usually over a period of two years.

OUTREACH AND REPLICATION

Because SIMS is the result of several years of work in creating effective LD programs, the project began immediately addressing one of its major goals — replicating the system, or parts of it, in other Minneapolis schools and surrounding school districts. The staff continued to train graduate students from the University of Minnesota in LD curriculum and techniques in what amounts to laboratory school settings. Workshops were conducted for LD resource room teachers in other Minneapolis schools, and many of the SIMS-produced materials have proven equally effective for use with students assigned to this kind of supportive structure. The staff also continues working with regular classroom teachers to prepare them for integrating returning SIMS students into classroom routines.

To replicate the entire SIMS system, "lead teachers" in adopting school districts receive extensive training in the program. In turn, each of these teachers trains ten persons in their district, with the SIMS staff providing technical assistance for program implementation.

Currently, the SIMS program is being used in 119 school buildings in eighteen Minnesota school districts, and in 88 other settings throughout the state.

4

Step Up with SIMS SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES

PRODUCTS

SIMS Reading and Spelling Program

Revised Edition, 1977, Minneapolis Public Schools, Approximately $17.

SIMS Written Language Components

- Just Words
- Capitalization and Punctuation
- Sentence Structure
- Paragraph Writing
- Word Puzzles
- Scrambled Sentences

SIMS Training Video Tapes

Set of nine tapes — on loan for cost of handling and postage.

SIMS Concept Assessment Test of Coding Skills

A reading test to assess which coding concepts a student has in his repertoire.

UNIQUE FEATURES

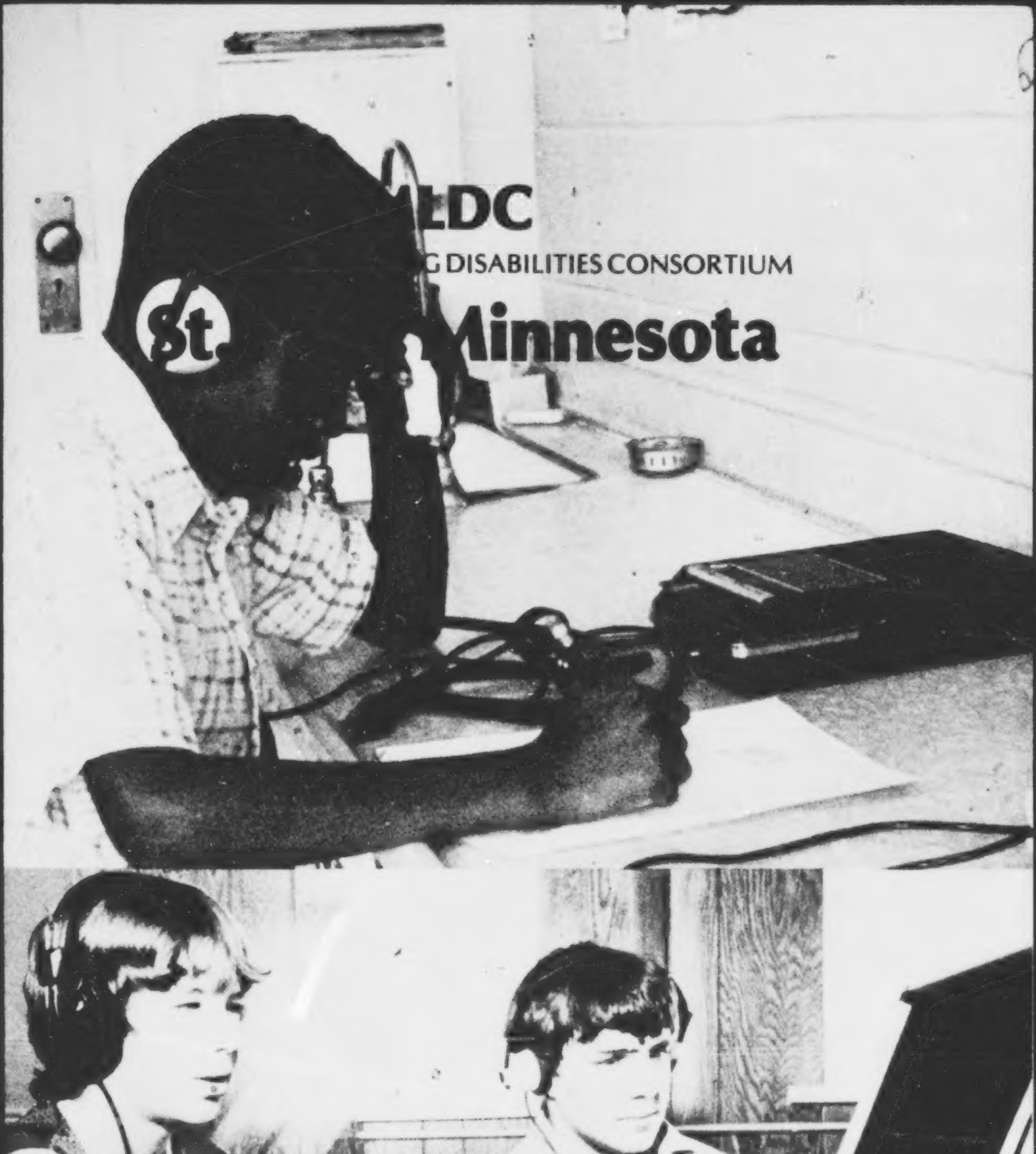
- Project-developed materials to teach decoding skills necessary to function with basal reading materials.
- Self-contained classroom approach to remediating severely learning disabled elementary and junior high school students.
- Systematic, highly-structured curriculum in reading and math.
- Curriculum materials suitable for use with less severely learning disabled children in LD resource rooms.
- Precision teaching procedures in math and reading.

WORKSHOPS

- Systematic Instruction
- Data Analysis
- SIMS Curriculum
- What are Learning Disabilities? (for parents)
- How to Gain Parent Support

For more information about this project and its products please write:

Ms. Marie Blackburn, Coordinator
Step Up with SIMS
Armatage Learning Center
2501 West 56th Street
Minneapolis, Minnesota 55410
or call: (612) 926-1693


LDC
G DISABILITIES CONSORTIUM
St.
Minnesota

TITLE VI-G

St. Paul, Minnesota

This CSDC is testing the ability of a computer-assisted instructional system (PLATO) to provide remediation in reading and language arts to LD students in junior high school. Computer terminals with keyboards and audio display capabilities will be installed in a junior high school resource room as one of several instructional techniques for remediating deficits. The terminals display instructional programs that incorporate the school's reading and language arts curriculum, as well as other methodologies currently used with learning disabled students. The intent is to intensify existing instructional programs by expanding the present instructional resource, increasing the amount of individualized attention and instruction each student receives and assisting the teacher in making informed instructional decisions.

Initially, the programs were written in a drill-and-practice format focusing on reading, encoding and decoding skills, spelling, and typing. In the project's second year of operation, reading comprehension and language arts lessons will become the focal point of design and development efforts.

HISTORY

The Minnesota Learning Disabilities Consortium (MLDC) was established in 1976. Composed of Control Data Corporation, the Minnesota State Department of Education, Independent School District 191, and the Minnesota Educational Computing Consortium, MLDC's purpose is to develop, demonstrate, and evaluate individualized computer based instructional activities for secondary learning disabled students.

EDUCATIONAL PROGRAMMING

Each student will work with lessons on PLATO for 20 minutes per day and will attend a regular LD classroom for part of the day. Instructional activities assigned by PLATO and those of the student's resource room teacher are coordinated; thus, the child is presented with an integrated, systematic learning day.

When beginning instruction on the PLATO terminal, each student is first given orientation lessons on computer usage. Following this initial preparation, the child is taught to touch-type so that progress on reading and language instruction will not be reduced by typing difficulties. The student will then begin the reading drill and practice lessons that are designed to improve encoding and decoding skills.

The entire approach of this program is based on the tenets of individualized instruction. Each student takes a pre-test to determine which skills have/have not been mastered. The teacher, assisted by the computer's programmed knowledge and capability, provides lessons for a student based upon the results of this pre-test information. (Since each student is at a different stage of educational development, it is extremely rare for the same lesson to appear more than once.) Each time the student enters the system, he/she is given a brief review test of the previous day's lessons. Before progressing into a new skill area, the student is required to achieve an eighty-five percent mastery level. Both the student and the teacher receive immediate feedback on instructional progress. The computer keeps track of objectives that have been mastered on both a daily and an extended basis. The resource room teacher can note in timely fashion the mastery of skills or error patterns that require a new prescription.

OUTREACH AND REPLICATION

Although Control Data Corporation (CDC) contributes funds and expertise to the development of this program curriculum, ownership rights are part of the public domain. CDC does, however, own the hardware necessary to operate the system. Therefore, they will be responsible for marketing this learning disabilities program.

TITLE VI-G

Project MLDC MINNESOTA LEARNING DISABILITIES CONSORTIUM

4

Project MLDC MINNESOTA LEARNING DISABILITIES CONSORTIUM

PRODUCTS

A computer-based instructional package focusing on reading skills is available via Control Data Education Company's PLATO terminal. Hard copies are also available.

UNIQUE FEATURES

- Computer-assisted instruction in the language arts with emphasis on reading skills.
- Target population: junior high school students.
- Demonstration site to be opened April, 1978.
- Several organizations are involved in the CSDC program. They are: the state department of education, a local school district, a private computer technology firm, and a computer service management group.

WORKSHOPS

TITLE	AUDIENCE
Computer-Assisted Instruction	Administrators Special Education Teachers

For more information about this project and its products please write:

Ms. Beth Sullivan
Project MLDC
Minnesota State Department of Education
713 Capitol Square Plaza
550 Cedar Street
St. Paul, Minnesota 55101
or call
(612) 296-2714

County, Mi
SECON LEARNING
DISCIPLIN TEAM
STEMS
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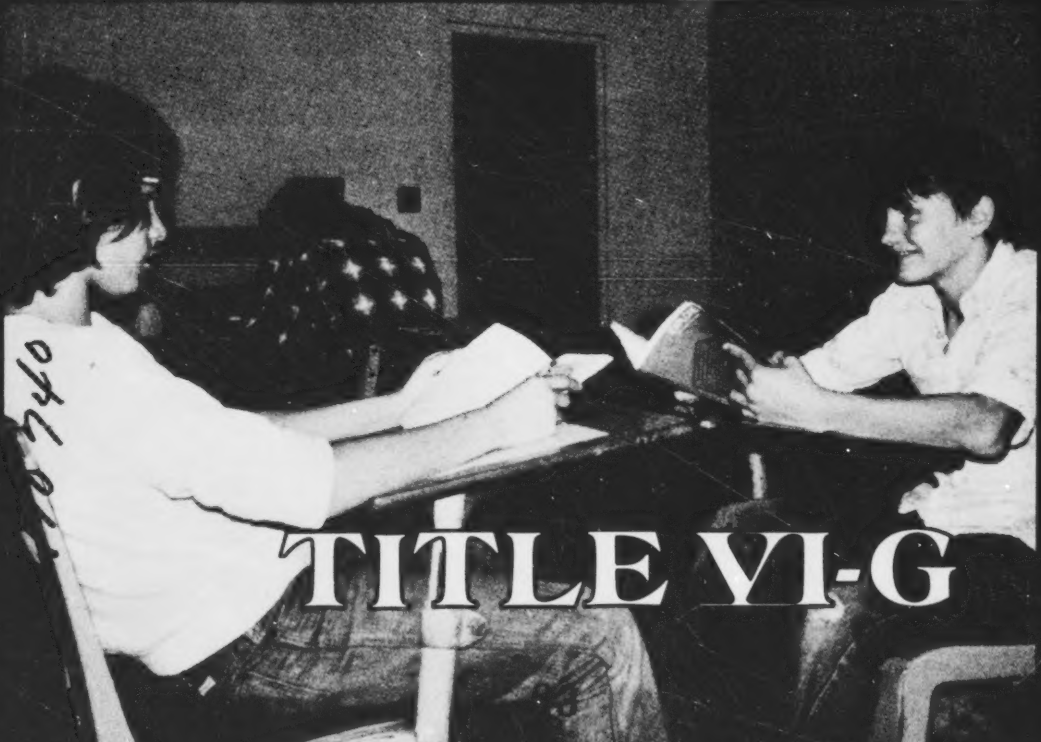


TITLE VI-G

Union, Missouri

This CSDC is a project of Franklin County Special Education Cooperative, which serves the 11 school districts of Franklin County. It provides a mainstreaming program for LD students, grades 7-9, in seven schools based on interdisciplinary screening and assessment procedures and individualized educational plans (IEPs) that include daily assignments to a resource room. The project employs the developmental by-pass instructional approach. This is a compensatory approach rather than a remedial one. Information and concepts drawn from the school's curriculum are presented to students through instructional strategies—usually those utilizing audio-visual techniques—that by-pass their skill deficits in reading, writing, spelling, and mathematics. Mastery of curriculum content is the major instructional goal rather than the remediation of deficit skills.

CSDC resource teachers assigned to the seven schools provide the primary services to LD students. They receive support, training, and consultation from their colleagues at the CSDC main offices.

HISTORY

The LD program for secondary students was proposed as a means of extending the services provided by the Franklin County Special Education Cooperative to its client school districts and as a field-test for the developmental by-pass instructional methodology. This instructional approach was devised by Dr. Robert J. Mosby. It is adapted from a theory of instruction of LD students developed by Dr. Warren Weinberg, a pediatric neurologist associated with the University of Dallas Medical School, who is a consultant to the CSDC.

The project staff consists of a media coordinator, guidance counselor, and LD specialists who serve as the resource teachers in the seven participating schools. A psychologist, nurse, and speech pathologist devote part-time to the project. The executive director of the Center serves as the CSDC project director. The CSDC also employs two aides per room to assist the resource room teachers.

EDUCATIONAL PROGRAMMING:

The resource teachers conduct the screening, assessment and individual educational planning for students referred to them with the assistance of CSDC and Coop specialists. To minimize the stigma of being special, a student may volunteer for the program. No student participates in the resource room's services during regular classroom instruction. Instructional groupings range from one to twenty students. However, regular classroom teachers are developing satellite centers so that L.D. and other slow learning students may utilize the CSDC instructional materials. Little instruction in the resource room is focused on assisting the student to learn the basic skills of reading, writing, spelling and arithmetic. These skills are by-passed so the student can demonstrate understanding of the concepts and information found in the regular school's curriculum. This is accomplished through alternative learning strategies that by-pass the student's developmental delays and deficits in skill areas. For example, textbooks are tape recorded for reading and listening; some have been re-written and re-formatted to make the language simpler and the concepts more understandable. Calculators and typewriters are used extensively, and most tests are given orally. The resource room program also makes extensive use of peer tutors.

During 1976-77, the project screened 125 students and provided full assessment services to 75. Instructional services featuring the by-pass methodology were made available to 300 children.

OUTREACH AND REPLICATION:

With a full time media coordinator on the staff, the CSDC has produced several instructional and inservice training packages that explain the developmental by-pass methods and facilitate replication of the program. During the project's first year, three centers were served for grades 7 and 8. During the second year, the program was expanded to include seven centers serving grades 7-9. The 10th grade will be added for the 3rd year of the program.

PRODUCTS:

MEDIA CATALOGUE

DEVELOPMENTAL BY-PASS: THEORY BACKGROUND READING,
VOLUME I — LEARNING DISABILITIES
VOLUME II — DEPRESSION, MANIA AND BEHAVIOR DISORDERS

DEVELOPMENTAL BY-PASS TECHNIQUES FOR TEACHING SECONDARY LEARNING DISABLED STUDENT

HIGH INTEREST — LOW VOCABULARY BIBLIOGRAPHY

COUNSELING FOR BEHAVIORAL CONTRACTS
1/2" Video Reel, B & W, 1 hour

WEINBERG'S SYMBOL LANGUAGE DIAGNOSIS
1/2" Video Reel, B & W, 1 hour, Diagnostic Training

INDIVIDUALIZING INSTRUCTION USING AUDIO TAPE
1/2" Video Reel, B & W, 1 hour

MANAGING THE RESOURCE ROOM

MISSOURI CSDC PROJECT BROCHURE

MANUAL FOR TAPING TEXTBOOKS

CURRICULUM PRODUCTS FOR UTILIZING DEVELOPMENTAL BY-PASS TECHNOLOGY

Land Forms and Water Forms — Grades 6-12
Calculator Math for L.D. Students — Grades 6-12
Practical Geometry for L.D. Students
Library Skills for L.D. Students

UNIQUE FEATURES

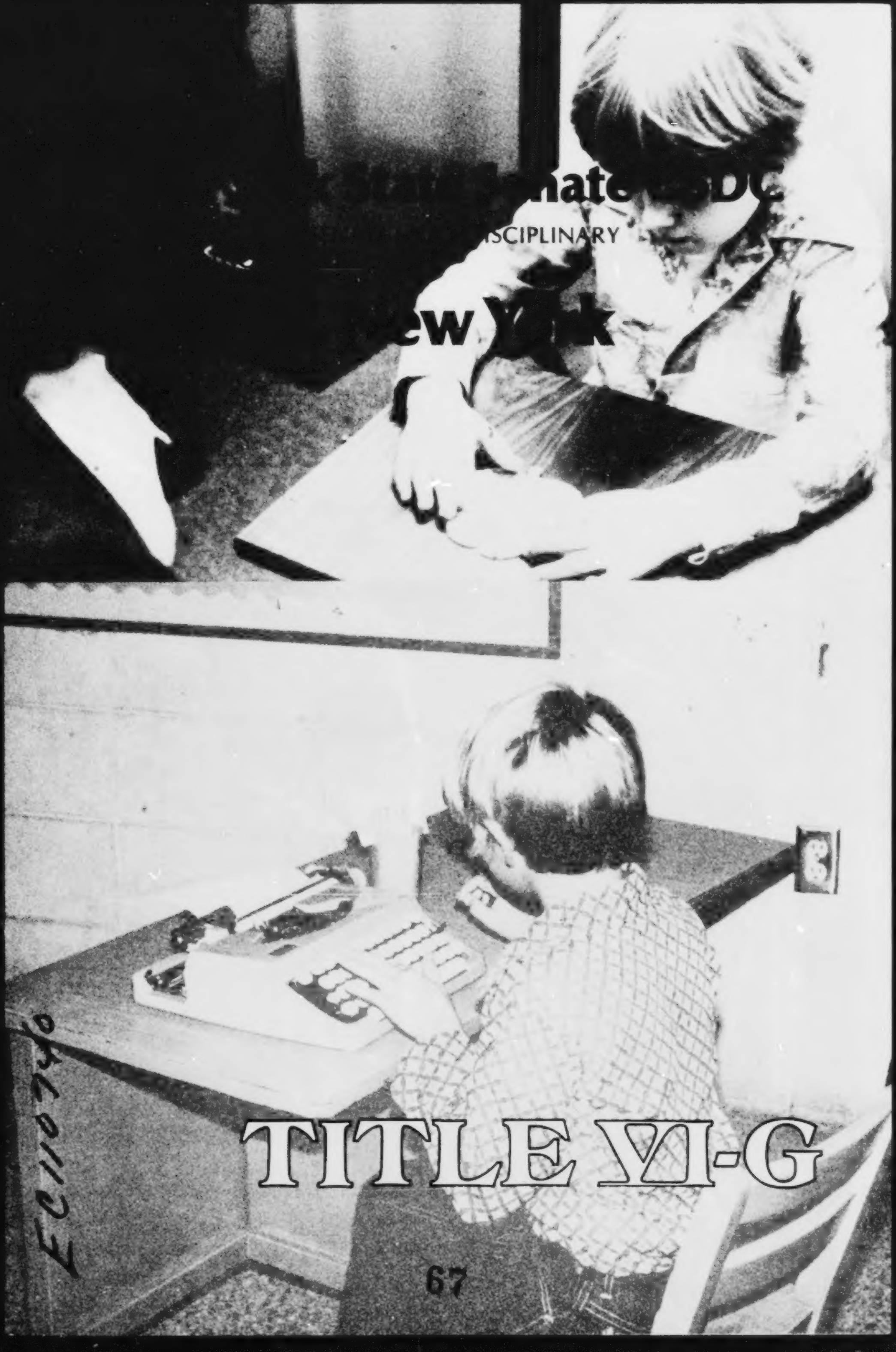
- Resource room program for secondary students.
- A by-pass instructional methodology that emphasizes content learning rather than remediation of skill deficits.
- Several inservice training packages available.
- Regular classroom teachers developed instructional materials L.D. students.

WORKSHOPS

TITLE	AUDIENCE
Methods and techniques of developmental by-pass instructional strategies	Instructional staff and diagnostic team
Diagnostic strategies for identifying SLD under the Weinberg model	Diagnostic team and instructional staff
Behavioral contracts	Instructional staff
Relationship between SLD and behaviorally disturbed diagnostic strategies	Diagnostic team and instructional staff
Communications skills for teachers and parents	Teachers, parents

For more information about this project and its products please write:

Dr. Robert J. Mosby, Project Director
Franklin County Special Education Cooperative
Armour Educational Center
Box 440
Union, Missouri 63084
or call: (314) 583-8936



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TITLE VI-G

EC110240

Albany, New York

This CSDC is a project of the Child Research and Study Center, a psychoeducational clinic jointly sponsored by the Albany Medical Center and the State University of New York (SUNY) at Albany. It provides direct diagnostic-prescriptive services to children, grades K-5, in three school districts representing urban, rural, and suburban populations. Simultaneously, it trains local multidisciplinary teams to identify, diagnose, and prescribe appropriate education for learning disabled children. Screening batteries for early identification of potentially learning disabled children and other instruments are being developed and refined. The findings and recommendations of the CSDC regarding its school-based program are reported directly to the New York State Senate which is considering legislation for learning disabled children.

HISTORY

Many specialists in child development, developmental disabilities, and other psychoeducational disciplines serve on the Center staff. They also teach at SUNY and supervise field practicum experiences for students in educational psychology, special education, speech and language, and social work, and for medical residents from the Albany Medical Center.

To provide clinical education experiences for students and staff, the Center also provides assessment and remediation services to children referred from the surrounding area. In doing so, the staff developed a highly successful multidisciplinary approach based on the diagnostic-prescriptive model. The Center proposed the CSDC project as a means of testing how effectively this clinical model would work in a school setting. The target school districts — Schenectady, Schoharie, and Guilderland — represent different school populations and different programs for delivering LD services.

The CSDC staff, drawn from the Center, consists of a part-time director, two psychologists, two math specialists, a reading specialist, and a part-time social worker. The majority of their time is spent in the nine participating schools in the three school districts conducting diagnostic evaluations and training teachers, aides, and school administrators.

EDUCATIONAL PROGRAMMING

Identifying LD children was a major task undertaken early by the project staff. Teachers referred 371 children, grades 2-5, who were having academic difficulty for no apparent reason. They were administered a battery of screening tests by school aides trained by the CSDC staff. Some 271 children were identified as potentially learning disabled, but as this exceeded a manageable number, the staff conducted full scale assessment to identify those most in need. In addition, 100 randomly selected kindergarten children from each district were given an early identification screening battery — a series of tests that requires an aide to spend two hours with each child. A similar screening program was begun with first grade children.

In each district, the CSDC staff established Child Study Teams consisting of a school psychologist, a reading specialist, a math specialist, the referring teacher, an LD specialist, and the building principal. After conducting an evaluation, the CSDC staff meets with the Child Study Team to review the assessment of each child and to jointly prepare an individualized educational plan (IEP) that utilizes the resources and programs available in the particular school. Eventually, as the Child Study Teams gain more experience, they will assume responsibility for both assessment and educational programming.

In diagnosing a learner's problem and prescribing remediation, the project promotes the concept of maximum transfer. The staff argues that one should conceptualize a learner's task and his performance in units that most closely approximate the skill to be taught. The approach is direct, functional, and behavioristic. This is far more effective, says the staff, than assuming learning deficiencies to originate from disorders in one or more sensory-motor functions. This requires that assessment and remediation correct the basic dysfunction before a student can successfully attempt higher level academic skills such as reading and math. The maximum transfer approach, in other words, circumvents a stage that the process dysfunction theories consider to be essential. It goes right to the task at hand: learning a particular skill.

OUTREACH AND REPLICATION

Since the three school districts have different LD programs and resources, the CSDC was able to achieve replication in some schools faster than in others, especially concerning the function of the multidisciplinary teams. In 1977-78, it is anticipated that the teams from the Guilderland School District will disseminate their model to Schenectady and Schoharie, as well as other districts in the area.

Because of its link with the New York State Senate, the CSDC is in a position to have considerable effect on proposed legislation. It is reporting its findings and recommendations to the Standing Committee on Education and Health and to the Special Select Commission on Child Welfare whose chairman, Senator Joseph Pisani, is a longtime advocate for children with learning disabilities. Senator Pisani has appointed a representative to serve on the project's advisory council, and the project staff consults frequently with the committee staff.

PRODUCTS

EARLY IDENTIFICATION SCREENING BATTERY

A series of tests for kindergarten and first grade children. Can be administered by an aide. Requires individual contact with a child for two hours. Measures visual discrimination, auditory discrimination, fine motor, gross motor, receptive language, expressive language, general conceptual development, old learning, new learning.

UNIQUE FEATURES

- Replication of clinic model of diagnosis and prescription at local school level utilizing multidisciplinary teams.
- Extensive early identification program.
- Diagnosis and remediation based on concept of maximum transfer (a behaviorist approach) as contrasted to the perceptual-motor deficit or process dysfunction approach.
- Liaison established with the New York State Senate to facilitate consultation on proposed legislation.

WORKSHOPS

Title	**Audience**
Administration of Screening Batteries	Teacher aides
Interdisciplinary Approach to Diagnosis and Prescription	Child Study Teams
Math Diagnosis and Remediation	Teachers and parents
Reading Diagnosis and Remediation	Teachers and parents

For more information about this project and its products please write:

Dr. Frank R. Vellutino, Project Director
Child Research and Study Center
1400 Washington Avenue
Albany, New York 12222
or call: (518) 472-7135

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L SUPPORT LEARNING SE
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TITLE VI-G

New York, New York

The Bilingual Supportive Learning Center is a project of the Puerto Rican Family Institute, a bilingual, bicultural agency that provides comprehensive social services to Hispanic families in New York City. The project offers a bilingual LD program to first and second graders who attend three schools in Community School District #4, which serves the upper East Side section of Manhattan , commonly known as Spanish Harlem or El Barrio. The LD services are delivered in resource rooms and supplement the bilingual programs already established in each school.

The CSDC staff has adapted screening tests and diagnostic instruments into Spanish, and has developed other assessment instruments for use with young bilingual Hispanic children. The staff believes that the development of appropriate psychoeducational measures has been one of the least emphasized areas within Bilingual Education, and is thus concentrating efforts in this aspect.

HISTORY

The CSDC proposal was developed by a staff psychologist at the Puerto Rican Family Institute. It represents the Institute's intention to expand its services by providing a diagnostic and learning center for Spanish-speaking children with learning problems. The Institute supports the work of the CSDC by providing social services to families of children enrolled in the LD program. Consequently, constant communication between the P.R.F.I. and the project is held, with the purpose of coordinating efforts on behalf of these families.

The project staff consists of a project director, three resource room teachers, an educational supervisor, who is an L.D. specialist, a three-fourths time psychologist/project evaluator and a secretary.

EDUCATIONAL PROGRAMMING

Permission from parents is secured before the kindergarten children undergo screening. Those children identified as potentially learning disabled are given a diagnostic evaluation, again with parental permission. A school-based multi-disciplinary team (LD resource room teacher, classroom teacher, school administrator, educational diagnostician) review the results and prepare an individualized educational program (IEP). The LD children spend about five hours per week in the resource room. In the regular classroom, they are enrolled in a developmental bilingual curriculum. Another component of the program offers consultation services to classroom teachers on other children with less intense learning needs.

In 1976-77, the staff screened 171 children from PS 7, PS 121 and PS 112, the three project schools. Sixty-three children received a full assessment and were enrolled in the resource room program.

OUTREACH AND REPLICATION

The CSDC offices are located at J.H.S. 99, an alternative school within school district #4. On the same premises there is another L.D. project, Project B.U.I.L.D., which serves children in other district schools. The two projects support and supplement each other's programs in the areas of teacher training, pupil assessment, evaluation, and classroom organization.

For other school districts interested in organizing an LD program for bilingual children, the CSDC provides descriptive literature, field visits, a district-wide needs assessment, and other consultative services.

A far-reaching contribution of this project is its adaptation of standard screening tests and diagnostic instruments into Spanish for use with bilingual children. The staff is working with selected authors to ensure that the translations capture the concepts behind the test items. In addition to these tests, the staff is also developing a classroom observation form and other psycho-diagnostic tools.

PRODUCTS

Translation Adaptations

Slingerland Screening Tests, Form A

Identifies first grade academic needs.

Keymath
Austin Spanish Articulation Test
Pre-School Screening Test

Developments:
Analisis Diagnostico de Lectura en Espanol

A diagnostic reading test for grades 1-6. (In Spanish).

UNIQUE FEATURES

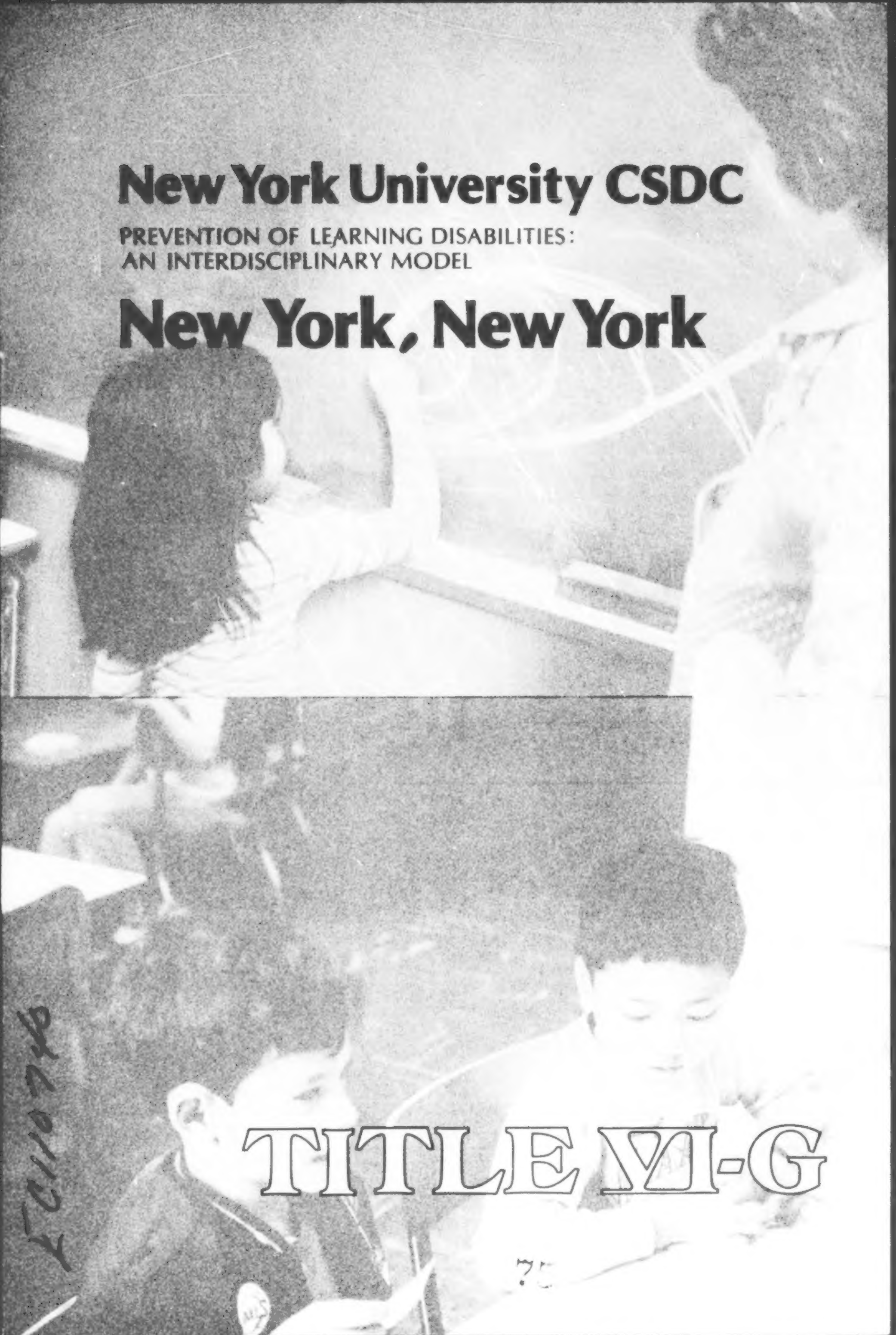
- Bilingual (Spanish) LD program for first and second grade children.
- Screening and evaluation conducted with standardized tests and observational measures that have been adapted to and/or developed in Spanish by the CSDC staff.
- Family services provided by the Puerto Rican Family Institute, sponsor of the CSDC.

WORKSHOPS

- Workshops for both parents and teachers are offered throughout the school year. Teachers' workshops are highly focused and include such topics as psychoeducational assessment, preparing IEPs, normal child development, etc. Parents workshops focus more on issues related to child development, child rearing, explanation of services, learning difficulties in young children, etc. In addition, more specific feedback is given to parents on their individual child's progress.

For more information about this project and its products please write:

Ms. Judy Colon, Project Engineer
Puerto Rican Family Institute
116 West 14th Street
New York, New York 10011
or call: Center: (212) 924-6320, Director: (212) 860-8939



New York University CSDC

PREVENTION OF LEARNING DISABILITIES: AN INTERDISCIPLINARY MODEL

New York, New York

TITLE VI-G

75

EC110749

New York, New York

The Learning Disorders Unit operates school-based projects to locate children who are vulnerable to learning failure, to diagnose their needs, and to intervene educationally before failure has occurred. These services are provided in schools for Community School District II to inner city children living in such neighborhoods as Kips Bay, Murray Hill, Yorkville, Chinatown, and Manhattan's Lower East Side.

The core of the program is a scanning test, SEARCH (which is administered to all children in participating schools before they enter first grade) and TEACH (a program of learning activities designed to mesh with the educational needs revealed by SEARCH). Scanning procedures provide information for setting intervention priorities and building a teaching plan for each child identified as vulnerable. The tasks of TEACH are organized sequentially in clusters to teach accuracy of perception, intermodal skills, and verbal skills basic to achievement in the language arts. Although services are structured as a two-year program, the children's progress is monitored longitudinally throughout the elementary school years.

The Learning Disorders Unit has a multidisciplinary staff, with the disciplines of psychiatry, neurology, psychology, education, and social work represented. Scanning, diagnosis, and intervention services are provided in resource rooms located in the child's own school. The program is committed to a mainstream philosophy which tries, whenever possible, to maintain children within regular classrooms by providing supportive clinical services to the child and his family and educational intervention in resource rooms on a continuing basis.

HISTORY

Although it initially received Title VI-G funds in 1976-77, the Learning Disorders Unit has been conducting preventive programs since 1969. Two products — SEARCH and TEACH — were published in 1975. SEARCH is based on a factor analysis of an intensive clinical study of 164 first grade children; TEACH was developed during a four year controlled study and years of field testing.

Originally implemented in one school on an experimental basis in 1969, the interdisciplinary model has been replicated at eight schools through the joint efforts of Community School District II and the Learning Disorders Unit. During the 1976-77 school year, 885 children were seen for scanning, and 300 were seen for diagnostic services. Educational intervention was provided for 270 children in the six schools then participating in the program, with 17,260 sessions logged during the 1976-77 school year. In September, 1977, two additional schools were added to the program. The staff of the Unit is multidisciplinary, representing the disciplines of psychiatry, psychology, education, and social work. The Unit's core staff of eleven people is augmented by fellows in child psychiatry and pediatrics, interns in clinical psychology, interns and field students in psychology, and social work students who come to the Unit for training. Eleven resource room teachers and four educational assistants provided educational intervention in the resource rooms under the supervision of the Unit staff members. The Unit Director is Archie A. Silver, M.D., Professor of Clinical Psychiatry at New York University Medical Center. Rosa A. Hagin, Ph.D., Research Professor of Psychology is the Co-Director.

EDUCATIONAL PROGRAMMING

Learning Disorders Unit staff, resource room teachers, and educational assistants in the participating schools scan all kindergarten children in the spring, using SEARCH. Vulnerable children are examined by the interdisciplinary team of the Unit's clinical staff whose diagnostic resources include neurological, psychological, psychiatric, educational, social work studies and other medical examinations as required by individuals. Diagnostic information is pooled at the Unit and team conferences in order that intervention priorities can be defined for each child.

Educational intervention is provided by resource room teachers and educational assistants who work with approximately 25 children individually or in small groups three to four times a week. Children spend the remainder of the school day in their regular classrooms. Regular classroom teachers confer with resource room personnel and attend Unit conferences and workshops in order to insure articulation of project activities.

OUTREACH AND REPLICATION

With the publication of SEARCH and TEACH, the Unit entered into the stage of product development and dissemination while continuing its primary service to participating schools in District II. Training services provided by the Unit have enabled four other New York City school districts, four suburban school districts in New York State, and six school districts in other sections of the country to adopt the entire model for delivery of service including scanning, multidisciplinary diagnostic procedures and intervention in the resource rooms.

During 1976-77, 51 professionals visited project schools to observe the program in operation. During 1976-77, descriptions of the program were presented at seventeen professional meetings to audiences totaling approximately 2100 people. One- and two-day workshops on the SEARCH and TEACH program have been provided for 1,415 participants in 10 states including Connecticut, Kansas, Massachusetts, New York, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, and Texas.

PRODUCTS

SEARCH

A screening instrument for children, ages 63-80 months, Silver, A. A., and Hagin, R. A., New York: Walker Educational Book Corporation, 1976. Complete kit: $24.50.

TEACH

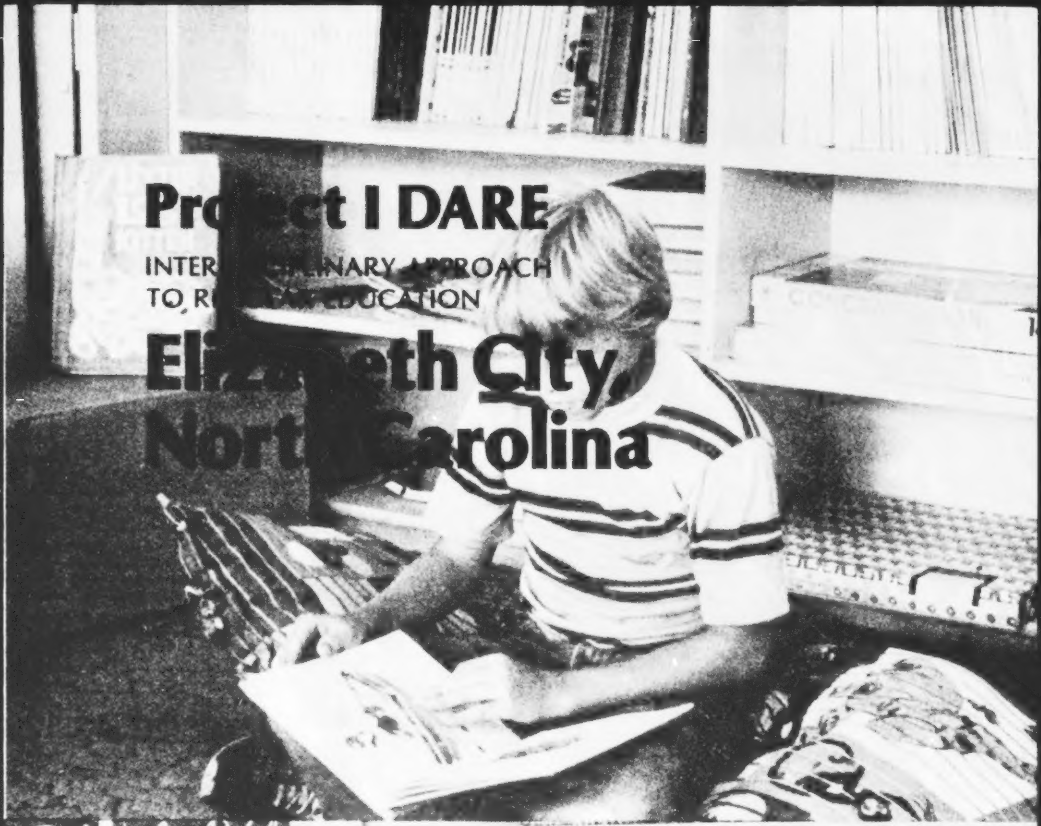
A resource book of instructional tasks designed to mesh with SEARCH profile of assets and deficits, Hagin, R. A., Silver, A. A., and Kreeger, H., New York: Walker Educational Book Corporation, 1976. Book and Task cards: $36.50.

UNIQUE FEATURES

- Early identification of children vulnerable to learning failure through a scanning instrument (SEARCH).
- Targeted perceptual stimulation (TEACH) that relates directly to deficits uncovered by SEARCH and verified by a multidisciplinary assessment.
- Intervention services provided by resource room teachers to first and second grade children.
- SEARCH and TEACH statistically validated over an eight year longitudinal study.
- A field-based research program.
- Availability of Learning Disorders Unit staff in the responsible use of SEARCH, development of local norms, workshops, instructions, and field-based supervision.

For more information about this project and its products please write:

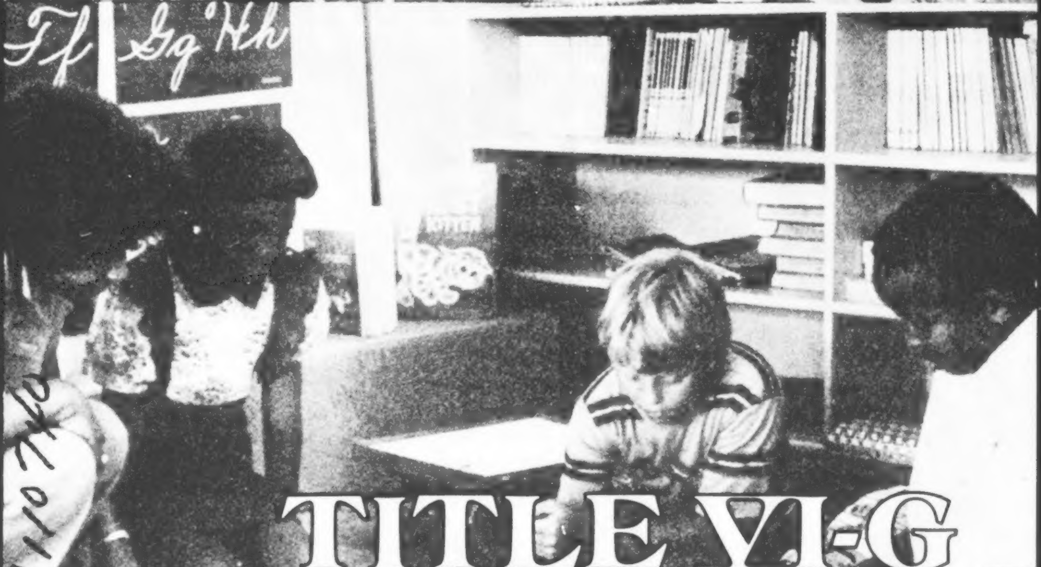
Dr. Archie A. Silver, Director
Dr. Rosa Hagin, Co-Director
Learning Disorders Unit
Department of Psychiatry
New York University Medical Center
560 First Avenue
New York, New York 10016
or call: (212) 679-3200, Ext. 3735 or 3736



Project I DARE

INTERDISCIPLINARY APPROACH
TO RURAL EDUCATION

Elizabeth City, North Carolina



TITLE VI-G

Elizabeth City, North Carolina

Operating in nine schools in Elizabeth City, North Carolina, this project serves LD children, grades K-12 through a resource room approach. Each resource room is staffed by an LD teacher and an aide. Children spend an average of five hours per week in the resource room and their remaining time in the regular classroom. Some students receive up to 75% of their instruction in the resource room.

In the J. C. Sawyer School, an open classroom school, the LD resource room program has been combined with a long established corrective reading program which is funded under ESEA Title I. Through a team teaching approach in some target schools and team planning with separate service delivery in others, teachers in both programs believe they are serving LD children and Title I children more effectively. The two approaches to the LD program, including the corrective reading program, are being comparatively field tested during 1977-78 in three additional elementary schools in Elizabeth City.

HISTORY

Prior to this project, the Elizabeth City school district provided LD services through one resource room and the corrective reading program which operated separately. The proposal for the project was written by the director of special education for the purpose of extending LD services to other elementary schools and testing a model that combined LD services with the corrective reading program.

The director of special education now serves as project director. She is assisted by a school psychologist, a diagnostician/speech clinician, and a program evaluator. The LD teachers in the resource rooms and their aides (two of whom are certified teachers) complete the staff.

During the first year of the project, the staff screened and assessed 199 children. Of this number, 159 were eventually enrolled in the LD program, approximately 27 children in each resource room.

EDUCATIONAL PROGRAMMING

Upon referral by teacher or parent, a child undergoes preliminary screening and observation. The results are presented by project staff to a committee in each school composed of the principal, the classroom teacher of the child under consideration, special education teachers of specific learning disabilities (as appropriate), and other relevant school personnel. The committee authorizes a full assessment if the preliminary results, in their judgment, so indicate. The school psychologist, the diagnostician, and the speech clinician on the project staff make up the multi-disciplinary team that conducts the assessment and prepares an individualized educational program (IEP), with input from classroom teachers and parents. The staff then presents this program to the school committee for ratification.

In addition to the five hours per week in the resource room, that all LD children receive, those assigned to the corrective reading program spend 45 minutes daily in perceptual and skill training.

OUTREACH AND REPLICATION

During 1977-78, the project will continue to comparatively assess the two approaches to a combined services model. One entails a team teaching strategy of the LD specialist and the Title I reading specialist. The other provides for team planning, with instruction conducted by each specialist separately. The more effective approach will be offered for replication in other schools and districts.

Since a resource room was a new feature in five elementary schools, the LD teachers and other project staff conducted workshops during the first year and otherwise promoted a close working relationship with classroom teachers so resources available for LD students could be used effectively.

To gain early parental involvement in the project and to underscore the relationship between the two programs, the LD project adopted the parental advisory group of the corrective reading program.

4

Project I DARE INTERDISCIPLINARY APPROACH TO REGULAR EDUCATION

PRODUCTS

Project Brochure

UNIQUE FEATURES

- Resource room approach.
- Combination LD/Title I remedial reading program.
- Combination LD/Title I parent advisory group.

WORKSHOPS

- Individualization of instruction
- Specific learning disabilities
- Referral, evaluation, and placement procedures
- Utilization of materials and supplies
- Parents as teachers
- Behavior management

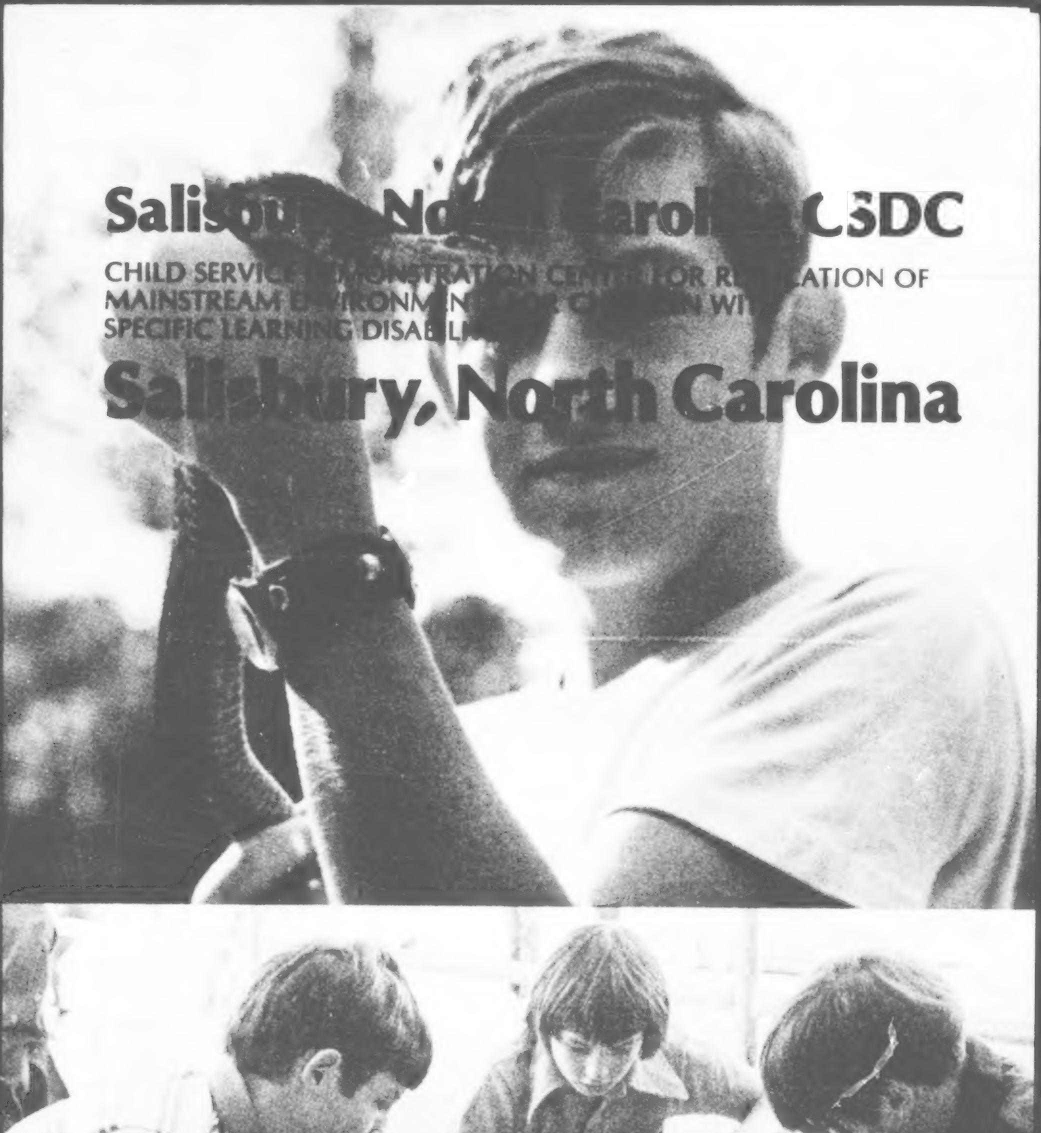
For more information about this project and its products please write:

Ms. Shirley M. Turnage, Project Director
Elizabeth City-Pasquotank School System
313 North Road
Elizabeth City, North Carolina 27909
or call: (919) 335-2981

Salisbury, North Carolina CSDC

CHILD SERVICE DEMONSTRATION CENTER FOR REPLICATION OF MAINSTREAM ENVIRONMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Salisbury, North Carolina



TITLE VI-G

Salisbury, North Carolina

This project, called The Creative Learning Center, is an alternative school within the Overton Elementary School in Salisbury, North Carolina. Using ideas from Jean Piaget and other leaders of informal educational, the Learning Center serves some 104 children, grades 1-6, including ten children with specific learning disabilities (SLD). The project serves the SLD children (up to a maximum of four per classroom) within the Learning Center's open classroom environment. Other students are selected randomly from class lists of referred to the Learning Center by teachers or parents. More than 10% are intellectually gifted.

In 1975-76, the CSDC also began serving 104 junior high school students at Knox Junior High School. A kindergarten component was also added that year providing consultation and staff development to six kindergarten teachers. The project is the only model program in North Carolina available to train teachers for mainstreaming SLD children in an open classroom mainstream approach.

In 1977-78, four classroom teachers serving 104 children, in the newly-built Harold D. Isenberg Elementary School, joined the project staff in receiving resource help, consultation, and staff training for developing classrooms to serve mainstreamed SLD children.

HISTORY

Salisbury originally provided a resource room program for SLD children but, after a staff study of student achievement, the district moved toward a mainstream intervention. In 1972, the district staff initiated a project that placed third and fourth grade handicapped children into an open classroom environment with other students. The program featured team teaching, flexible grouping, and individualized instruction. Competition was de-emphasized in favor of cooperation and peer teaching. Special education teachers worked closely with classroom teachers in planning and implementing individualized educational programs for all handicapped children. The success of this program led to a Title VI-G grant as partial support of services to children with various handicapping conditions — the emotionally disturbed, the educable retarded, the physically handicapped, the speech impaired, the learning disabled — at the Creative Learning Center.

The Salisbury CSDC project screened 415 children during 1976-77, conducted a full assessment of 19 children, and provided an instructional program for 26 children (12 elementary and 14 junior high school students) in mainstream classrooms.

EDUCATIONAL PROGRAMMING

The Creative Learning Center makes use of a child's natural curiosity as the motive for learning. Students explore their environment through learning tasks that expose them to the rich community resources available through the Learning Center. Instruction is individualized for all children, allowing each child to proceed at his or her own pace.

SLD students are integrated into multi-aged, heterogeneous "families," each composed of eight to nine students. Each group is the responsibility of a classroom teacher. The SLD student participates in the educational experience of the group, including peer teaching, counseling, field trips, and other group projects and experiences. Except for supplemental help from an LD resource teacher, the SLD child is not singled out in the eyes of his peers for special treatment.

Since a careful record of student progress is central to any individualized instructional system, teachers check progress through criterion-referenced tests, standardized tests, and classroom observation. Overall progress towards all instructional objectives is recorded and charted for each child.

At the junior high level, targeted SLD students continue to be mainstreamed into the regular curriculum. An LD specialist serves as support to both students and classroom teachers, providing supplementary materials and consultation in modification of instructional techniques and materials to meet students' needs and performance levels.

OUTREACH AND REPLICATION

The Salisbury CSDC is part of a network of teacher-training centers across North Carolina that offer field-based training. To identify potential replication sites, project staff acquaint parents, teachers, and administrators at various schools with the model program through a slide-tape presentation, and arrange for one-day visits to the Learning Center. Those schools that choose to adopt the program send a team of teachers and administrators to the Learning Center for a three-day workshop. Before they arrive, a staff member visits the school to become familiar with its educational characteristics so that the workshop can be tailored to meet their particular requirements. Concepts usually studied at the workshop include: the open classroom environment, family grouping, giving children choices, assuming a nonauthoritarian role, learning styles, and assessment techniques. Teachers are also expected to develop a plan for implementing the program. After the workshop, project staff return to the school periodically to offer technical assistance in carrying out the plan.

PRODUCTS

OPEN EDUCATION

NUGGETS

BOOKLESS CURRICULUM AND ALTERNATIVE TEACHING STRATEGIES

UNIQUE FEATURES

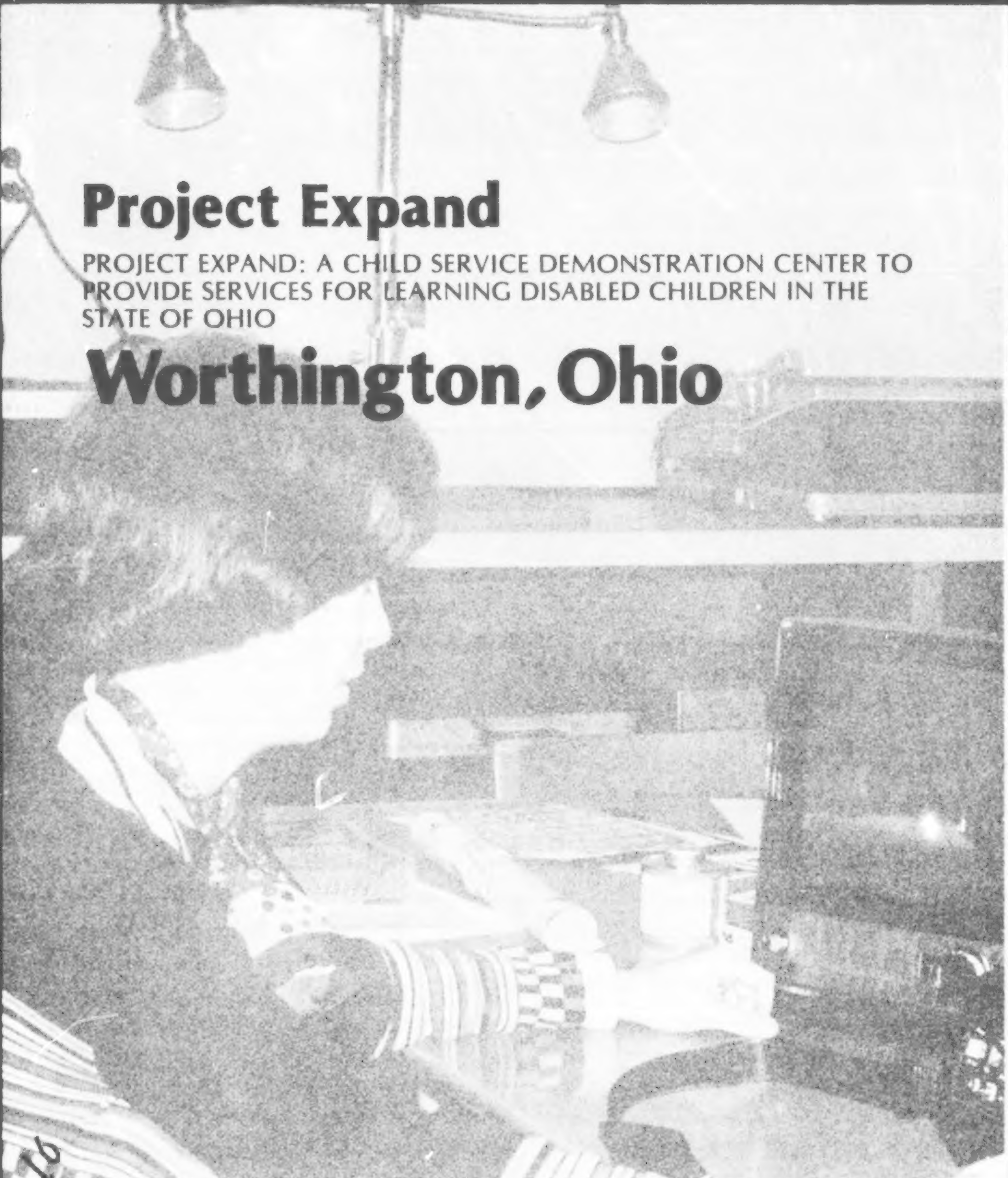
- Open classroom setting modeled on British Infant School, emphasizing child-centered curriculum and alternative learning projects.
- LD children integrated into "families" of students that include randomly selected children, including those with exceptional gifts and talents.
- Individualized instruction for all children that features skill development, open-ended curriculum, flexible scheduling, and comprehensive evaluation techniques.
- Inservice teacher-training for mainstreaming LD children

WORKSHOPS

- Identifying and Teaching to Child's Abilities
- Managing Mainstream Classrooms
- Preparing Teaching Teams and Developing Decision-Making Strategies
- Establishing a Philosophical Base for Your Classroom
- Learning to Observe Children
- Integrating Social and Emotional Growth Activity into the Curriculum

For more information about this project and its products please write:

Mr. Robert Carmichael, Project Director
Salisbury City Schools
314 North Ellis Street
Salisbury, North Carolina 28144
or call: (704) 636-7500



Project Expand

PROJECT EXPAND: A CHILD SERVICE DEMONSTRATION CENTER TO PROVIDE SERVICES FOR LEARNING DISABLED CHILDREN IN THE STATE OF OHIO

Worthington, Ohio

TITLE VI-G

EC110740

Worthington, Ohio

Project Expand trains LD specialists and classroom teachers throughout Ohio in how to use the model program it developed for serving LD secondary school students.

The project's model program offers diagnostic services and intervention instruction in learning centers (resource rooms) and in regular classrooms. It also features pre-vocational and pre-collegiate training for LD students, and a program of reinforcing classroom instruction by assistance from volunteer aides and peer tutors.

One instructional intervention technique—"circumventive teaching"—provides classroom teachers with skills to adjust their teaching in a way that capitalizes on an LD student's learning strengths, thus circumventing his or her disability. By training teachers in circumventive teaching, Project Expand hopes to ease the burden on special educators and help provide an appropriate education for LD secondary school students in the least restrictive environment.

A project of the State of Ohio—Department of Education—Project Expand is headquartered in the Division of Special Education.

HISTORY

Project Expand was established in 1974 in response to a comprehensive policy for serving special needs children adopted by the State of Ohio/Department of Education. Sixteen demonstration learning centers were set up in high schools in 11 Ohio school districts. In addition, the project also had two learning centers for pre-school students, but this program component has been phased out in favor of the secondary level program where the need for effective intervention appeared greater. It was in these 16 learning centers that the model program, now being replicated throughout Ohio, was developed, tested, and refined.

The three-person professional staff consists of a full time project director and two coordinators.

EDUCATIONAL PROGRAMMING

In accordance with an individualized educational plan (IEP) drawn up by a multidisciplinary team, an LD student receives instruction in courses required for graduation through supplemental assistance or intervention instruction.

Supplemental instruction is a cooperative effort of the special and regular classroom teachers. Given by the learning center teacher and supported by a volunteer aide or a peer tutor in the learning center, this assistance helps the student overcome learning problems and reinforce the student's instruction in the regular curriculum.

Intervention instruction also occurs in the learning center. This is a more intensive approach, where the learning center teacher actually teaches the subject matter and grants credit towards graduation. The learning center teacher employs more varied strategies, using an array of learning center resources than is possible in the regular classroom. All course outlines are approved by department heads.

In contrast, "circumventive teaching" includes techniques used by a classroom teacher to build on the skills an LD student already possesses and thereby minimize the effort to remediate deficiencies. Three key aspects of the learning process are examined and integrated to maximize learning: the student's learning strengths, the learning environment and mode of delivery (audio-visual, tutors, etc.), and the specific content area. Techniques used include teaching reading through subject matter, using A-V materials, grouping techniques and materials in the learning center to facilitate individualization.

The pre-vocational program is a cooperative effort of the learning center, the vocational education staff, work-study and occupational coordinators, and community resources. It develops job awareness, job-related behavior competencies, and basic academic skills — skills deemed necessary before a student can successfully undergo job training. A similar premise underlies the pre-collegiate program.

OUTREACH AND REPLICATION

Sixty-three school buildings in 58 school districts are using Project Expand's model program, including the original 16 demonstration sites. The project director and two coordinators provide training and technical assistance to those school districts adopting the program. They continue to disseminate information on the program to other Ohio educators to stimulate additional replication.

Since its inception, Project Expand has screened 906 students and provided full assessment and instructional services for 799.

PRODUCTS

CIRCUMVENTIVE TEACHING

A HANDBOOK: DEVELOPMENT OF PROGRAM ALTERNATIVES FOR SECONDARY LEARNING DISABLED STUDENTS

STARTING EARLY WITH PROGRAMS FOR CHILDREN WITH POTENTIAL LEARNING DIFFICULTIES

FILMSTRIP/TAPE PRESENTATION DESCRIBING THE PROJECT MODEL

VOLUNTEER AIDE/PEER TUTOR TRAINING MANUAL

A GUIDE FOR COLLEGE-BOUND LD STUDENTS

UNIQUE FEATURES

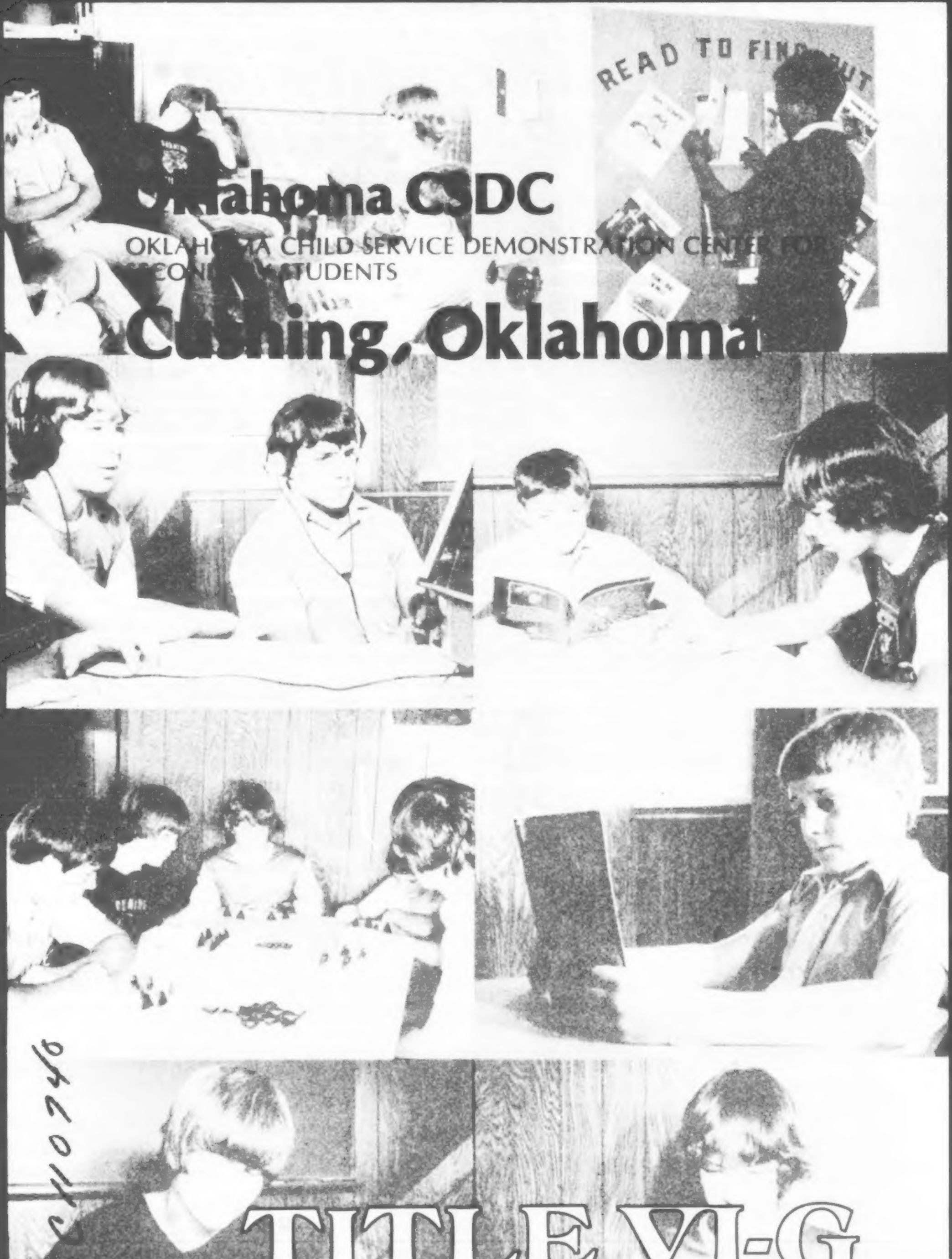
- Comprehensive program for secondary students featuring:
  - — supplemental instruction to maintain a student in the mainstream;
  - — intervention instruction at a learning center;
  - — circumventive teaching techniques, to be used by classroom teacher to "work around" learning disabilities.
  - — pre-vocational and pre-collegiate programs;
  - — peer tutoring and volunteer aides.
- Program now being replicated throughout Ohio.

WORKSHOPS

- Presentation of model program
- Pre-Collegiate and Pre-Vocational program
- Circumventive Teaching Strategies
- Awareness of the needs of adolescents with learning disabilities
- Peer tutoring and volunteer aide training

For more information about this project and its products please write:

Ms. Shirley Moorehead, Project Director
933 North High Street
Worthington, Ohio 43085
or call: (614) 466-2652


READ TO FIND OUT

Oklahoma CSDC

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY STUDENTS

Cushing, Oklahoma

TITLE VI-G

c110746

Cushing, Oklahoma

The Oklahoma CSDC serves learning disabled students, grades 7-12, whose achievement scores in reading, spelling, arithmetic, or social studies fall four grade levels below their present grade. The program utilizes a resource room approach combined with as many mainstream courses as a student can cope with without experiencing failure.

Each student's learning disabilities are diagnosed by a psychometrist and an LD prescriptive teacher, and an individualized educational plan (IEP) is designed to meet his/her particular needs. Programmed multi-sensory educational materials and supplementary teaching aids are used extensively. Both cognitive and affective functioning receive attention. Students in the upper grades may choose, depending on their abilities and desires, a program that prepares them for higher education or for securing and holding a job.

HISTORY

After Oklahoma passed legislation mandating services to LD children in 1970, most school districts concentrated their special education efforts on elementary school children. The Oklahoma CSDC was one of the first programs in the state to serve secondary school students, primarily LD students attending rural schools. During the first two years of the project, staff worked with LD students in the school districts of Cushing, Drumright, Ripley, and Yale; in 1975, the project added the districts of Perkins and Stroud. The Stroud district includes a Native American population. Within the six districts, the composite achievement scores ranged from .8 to 2.0 years behind the national average, with reading and math the primary deficiency areas.

Since its inception in July, 1972, the Oklahoma project has screened 740 students — providing 410 of them with full assessment services — and provided remedial instruction and other services for 450. During 1976-77, the program screened 231 students, provided full assessment services for 115, and instructional and remedial services to 141.

In 1976, the OE-NIE Joint Dissemination Review Panel (JDRP) reviewed evaluation data submitted by the Oklahoma CSDC and judged its program to be effective and, therefore, eligible to apply for funding to disseminate throughout the country through the National Diffusion Network. A Developer Demonstrator grant for this purpose was awarded in June, 1977.

EDUCATIONAL PROGRAMMING

Candidates for the CSDC program, who are either referred by the regular teacher or identified by low achievement scores, are given a comprehensive psychoeducational evaluation. Teacher observations on a behavior rating scale, specialized perceptual or personality tests, and an interview with a school counselor complete the diagnosis. The results are reviewed by a multidisciplinary team that holds a case conference on each student. Members of the team are usually the project director, a school psychologist, a counselor, an LD specialist, a reading and media specialist, a prescriptive teacher, and a resource room teacher.

Because the intervention model utilizes an individualized instructional management approach, intervention strategies differ for each student. Most individualized educational plans (IEPs) emphasize learning activities in the resource room. These rooms are equipped with basic teaching aids such as tape recorders, overhead projectors, filmstrip viewers, and record players. A media library is housed at the project headquarters and is an integral component of the Oklahoma model.

IEPs are evaluated bi-weekly by the prescriptive LD specialists and the resource room teachers. As a student develops his academic skills and selfconfidence, his, her program is modified to return him/her to the regular classroom.

OUTREACH AND REPLICATION

Replication of the project model is taking place through Oklahoma's twenty regional education service centers. Project staff hold workshops for the regional center staffs, introducing them to the diagnostic-prescriptive model of intervention and other aspects of the program. A similar workshop is held for local administrators in which the cost-effectiveness of the resource room component is emphasized. When school districts choose to install the model, the staff conducts extensive training for a team of administrators, regular classroom teachers, and resource room teachers.

Ten school buildings in nine other Oklahoma school districts have adopted the program to date. It is estimated that eventually some 2,000 LD students will be served.

UNIQUE FEATURES

- Identification of potential LD students through low achievement scores.
- Serves junior and senior high school students.
- Emphasizes resource room programming; heavy utilization of multi-media materials and teaching aids.
- Bi-weekly review of IEPs; students returned to mainstream programming as skills and self-confidence increase.
- Provides organizational model for serving several school districts in a rural area.
- Educational program validated (declared effective) by the Office of Education/National Institute of Education Joint Dissemination Review Panel (JDRP).

PRODUCTS

MULTI-MEDIA MATERIALS CATALOGUE FOR SECONDARY LEARNING DISABILITIES

A collection of materials in four major curriculum areas: remedial, compensatory, affective and vocational; organized subject areas.

"I USED TO COULD SPELL WEDN-WENES-WENSDAY"

A handbook of teacher and student-made materials appropriate for use with secondary level LD students.

VIDEO TAPES

Titles include:

A. *"Overview of Model Secondary LD Program"*
B. *"Diagnostic Assessment of Secondary LD"*
C. *"Remedial and Compensatory Techniques for Secondary LD Students"*
D. *"Career Awareness and the LD Student"*

DIAGNOSTIC ASSESSMENT MATERIALS

Packet of forms intended to provide useful suggestions related

TEACHER TRAINING HANDOUTS AT THE SECONDARY LEVEL

Packet includes alternative approaches to traditional teaching methods for secondary students.

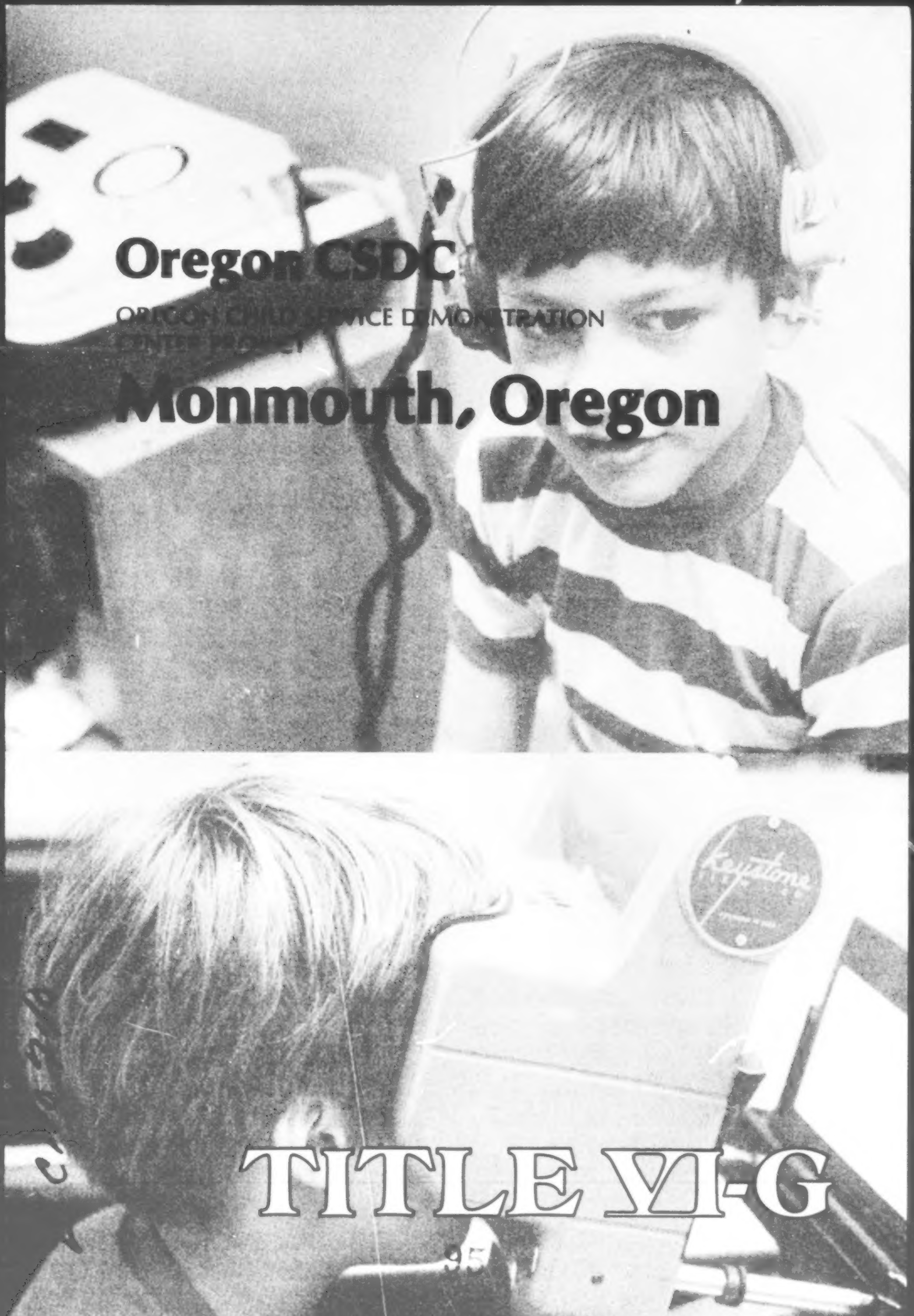
BROCHURE

Overview brochure of a model Secondary LD program.

WORKSHOPS

- Overview of a Model Secondary LD Program
- Diagnosis of Learning Disabilities
- Remedial Techniques and Compensatory Techniques
- Career Awareness and the LD Student
- Affective Domain
- Teacher-made and Commercially Prepared Instructional Materials
- Development and Implementation of Individualized Educational Plans IEPs)
- Behavior Management

For more information about this project and its products please write:
Ms. Deborah Murphy, CSDC Project Director
Hillside School
Route 3
Cushing, Oklahoma 74023
or call: (918) 225-1882



Oregon CSDC

OREGON CHILD SERVICE DEMONSTRATION CENTER PROJECT

Monmouth, Oregon

TITLE VI-G

Monmouth, Oregon

This CSDC is a project of the Education Evaluation Center of the Oregon College of Education. Utilizing an interdisciplinary approach, clinical teams from the project conduct diagnostic evaluations of pre-school to post-secondary students who are referred from all sections of the state. These teams prepare a report describing the results of each diagnosis and recommending an individualized educational program (IEP) for each student. These plans are then implemented by local schools. The CSDC maintains a follow-up procedure with both the school and home to assess the usefulness of the evaluation report and the progress achieved by the student and to modify the educational program (IEP).

This service delivery model has been replicated in 22 satellite centers located in local and intermediate education districts throughout the state. The CSDC trains the staff of these centers and provides on-going consultation and workshops. The project also develops products to aid in the identification, diagnosis, and prescription of interventions for the learning disabled and maintains a materials center for loan or for expendables to be used by children.

HISTORY

The diagnostic-prescriptive model for preparing individualized educational programs (IEPs) has been the approach of the Education Evaluation Center since it was established in 1962. However, experience demonstrated that school personnel were often unfamiliar with the educational methods suggested in the plans or didn't have the instructional materials on hand to carry them out. It was also found that parents frequently could not remember or did not understand the recommendations made for their child, so they could not effectively fulfill their responsibilities under the educational plan. It was therefore decided to move the program closer to local schools by establishing satellite centers, a move that simultaneously expanded service to LD children in Oregon and increased the understanding and support necessary for implementing individualized educational programs (IEPs). Local funds or funds made available by the Oregon State Board of Education were used to establish the satellite centers. The CSDC grant enabled the Center to continue providing direct diagnostic-prescriptive services to some students, while adding the responsibilities of training the staffs of satellite centers and developing instructional and diagnostic materials for use by the centers and local schools.

The staff of the CSDC consists of the project director, four LD specialists, an evaluator, and a psychologist. The project fields three clinical teams composed of a school psychologist, an LD specialist, and a speech, language, and hearing specialist to conduct diagnostic evaluations. In 1976-77, the staff provided full assessment services for 295 students.

EDUCATIONAL PROGRAMMING

The CSDC and satellite centers offer extensive assessment services to LD students throughout the state. An initial interview with parents and the student results in a thorough history of the child's early development and medical treatment. A psychological evaluation, an educational evaluation, and an evaluation of speech, language, and hearing skills follow. A visual screening test is routinely given, and a full medical examination is ordered if necessary. The staff holds a conference to discuss the findings and possible recommendations and these are shared with parents. A report is then sent to the parents indicating test results and specific recommendations for the appropriate psychological climate and educational methods and materials best suited to the child's needs and abilities. The CSDC provides instructional materials to initiate a program if they are not otherwise available. A longitudinal follow-up program is initiated to assess the child's progress, with alternative prescriptions given as necessary.

OUTREACH AND REPLICATION

The primary replication task of the CSDC is to establish and support satellite centers. Thirty-three of these centers are planned; the 22 centers established thus far represent a goal attainment of 60% during the first year of the project.

The CSDC provides the staff of satellite centers with seven days of orientation and training in the interdisciplinary approach to diagnosis, prescription, follow-up, and evaluation of LD students. Additionally, the CSDC staff conducts on-site consultations on administrative or program issues. The project is also producing lists of resources, inventory checklists, and other instructional and procedural materials useful for the work of the satellite centers. A bimonthly newsletter for all professionals is also published.

The CSDC emphasizes parental involvement in the treatment of LD children. Parents are requested to attend the initial interview at which a child's history is taken, and their permission is sought for further testing. Parents receive a copy of the assessment report, which includes a section on activities they can conduct at home to reinforce their child's educational plan. After their child has been in the program for eight weeks, a follow-up questionnaire is sent to parents requesting their opinion on the usefulness of the evaluation report, their child's progress, and the need for any further assistance from the CSDC or satellite center staff.

PRODUCTS

DIFFERENTIAL DIAGNOSIS AND PRESCRIPTION LEARNING DISABILITIES MANUAL

By Thomas Rowland and Bonnie Jean Young. A manual for training the staff of satellite centers.

HELPING YOUR CHILD READ AT HOME

By Abigail Calkin. A booklet for parents.

In process, expected to be published in 1977-78:

- a list of resources for locating appropriate teaching materials for implementing an education plan.
- two films on understanding learning disabilities for parents and another for peers.
- several inventory checklists for quickly assessing academic skill levels.

UNIQUE FEATURES

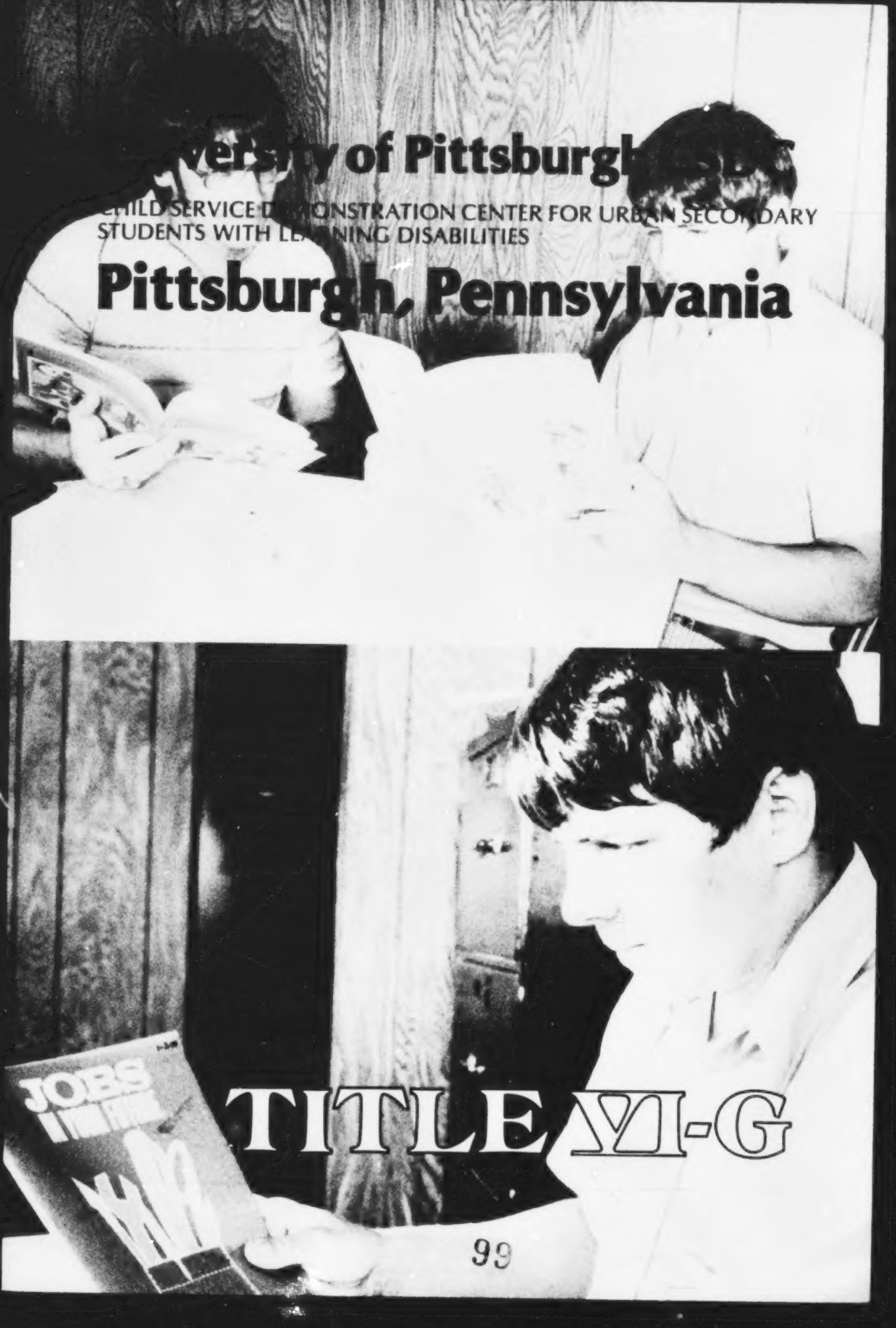
- Statewide system of 22 satellite diagnostic assessment centers.
- Diagnostic-prescriptive assessment services provided by interdisciplinary teams from the CSDC or 22 satellite centers.
- Educational intervention conducted by local schools based on CSDC or satellite center assessment report.
- Parents receive copy of assessment report, which includes section on activities they can conduct in the home.
- Longitudinal follow-up study to assess student's progress under the educational plan suggested in the assessment report.

WORKSHOPS

TITLE	AUDIENCE
Multi-disciplinary approach to LD evaluation and prescription	Professional staff of satellite centers

For more information about this project and its products please write:

Dr. Thomas D. Rowland, Project Director
Oregon College of Education
Monmouth, Oregon 97361
or call: (503) 838-1220, Ext. 322



University of Pittsburgh CSDC

CHILD SERVICE DEMONSTRATION CENTER FOR URBAN SECONDARY
STUDENTS WITH LEARNING DISABILITIES

Pittsburgh, Pennsylvania

TITLE VI-G

Pittsburgh, Pennsylvania

Citing a 1975 survey, which revealed that most secondary LD programs are aimed at elementary students, this CSDC is developing a model program related directly to the academic, social, and vocational needs of urban secondary school students. It utilizes resource rooms in which students receive prescriptive teaching in basic skills, and training in school survival or coping skills. In addition, LD specialists work directly with high school teachers, who are usually content-oriented, to fashion an educational program appropriate for an LD student's learning style. The CSDC also mounts an extensive parent education program.

HISTORY

A faculty member of the Department of Special Education, University of Pittsburgh, with the advice of the director of special education from the Pittsburgh Public Schools, designed the program. The school system furnishes the resource rooms (Learning Labs) and provides the necessary equipment and materials. The CSDC provides the staff. The arrangement is a prime example of university people applying their research knowledge in a "real world" setting — the public schools — with the cooperation and financial support of the public school system.

The professional staff consists of a part-time director, the University of Pittsburgh faculty member who originated the project; a full-time project coordinator; 13 LD specialists who work as Learning Lab teachers or consultants to regular classroom teachers (the teacher-LD student ratio is about 1-18), a staff psychologist, and two research assistants.

EDUCATIONAL PROGRAMMING

Most referrals come from teachers, but the CSDC explains its program to the entire student body, presenting it as another elective, so those who need it can refer themselves without risking ridicule of their classmates.

Standard tests are utilized to measure visual and auditory acuity, IQ, achievement, and social and emotional development. To qualify for placement in the program, a student must demonstrate an IQ of 80 or above, show a discrepancy betwen actual achievement and potential of at least two years at the middle school level and three years at the high school level on reading or math tests, and be judged by a psychologist as not severely emotionally disturbed. The placement decision is made jointly by an LD specialist, classroom teacher, staff psychologist, and the CSDC director and coordinator.

After assignment to the Learning Lab, a student's error patterns in reading, math, spelling, and writing are assessed and instructional objectives are established. Students spend four hours a week in the Learning Labs, taking individualized instruction in basic skills and joining in group sessions to learn school survival skills — how to study, how to take a test, how to make choices — and other skills that enable them to function under the pressures of a secondary school environment.

Because secondary school teachers are subject specialists, CSDC staff consult on an individual basis with those who have LD students in their classrooms to develop alternate strategies for presenting subject matter. Often this takes the form of multi-media supplemental materials which are designed to correlate with an LD student's learning style. The CSDC maintains that mainstream teacher support is essential to comprehensive secondary programming.

Since 1975-76, 400 students were screened by the CSDC, and 200 received a full assessment. Of these, 141 were placed in the Learning Labs program. Students usually remain in the program for 18-27 months. The team that made the placement decision reviews student progress at the end of the school year and recommends continuation, referral to another program, or return to the regular school schedule.

OUTREACH AND REPLICATION

During the project's first year, Learning Labs were installed in an inner city high school and middle school. The following year, 1976-77, three other high schools joined the project, and replication sites were established at one suburban and one rural school close to Pittsburgh. Inservice training for staff takes place at the replication sites and in Pittsburgh. To facilitate replication, the CSDC publishes "A Guide to Implementation", which describes the components of the program, and includes a materials list and a replication checklist.

UNIQUE FEATURES

- Resource room program for LD students in junior and senior high school.
- Student self-referrals encouraged.
- Training in school survival skills.
- Extensive consultation with content-oriented classroom teachers to develop appropriate educational programs for LD students enrolled in their classes.

4

University of Pittsburgh CSDC

PRODUCTS

PROJECT BROCHURE
PROGRAM OVERVIEW
SLIDE TAPE PRESENTATION
INSTRUCTIONAL MATERIALS REFERENCING SYSTEM
LIST OF CRITERION REFERENCED OBJECTIVES
MANUAL OF FORMS
A GUIDE TO IMPLEMENTATION

WORKSHOPS

TITLE	**AUDIENCE**
Individual Education Plans	Special Education Teachers
Written Language	Special Education Teachers and Faculty
School Survival Skills	Special Education Teachers and Faculty
Consulting with Mainstream Teachers	Special Education Teachers and Faculty
Comprehensive Secondary Programming	Special Education Teachers, Faculty, Parents
Individualizing Instruction	Special Education Teachers, Classroom Teachers

For more information about this project and its products please write:

Dr. Naomi Zigmond, CSDC Project Director
821 LRDC Building
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260
or call (412) 624-5164

TITLE VI-G

Puerto Rico CSDC

PUERTO RICO CHILD SERVICE DEMONSTRATION CENTER

Hato Rey, Puerto Rico

TITLE VI-G

Hato Rey, Puerto Rico

The Puerto Rico CSDC, operating since 1972-73, represents the first comprehensive LD program in the Commonwealth. Its goal is to develop an early intervention program that identifies and serves all learning disabled public school children, ages 5-9. The intervention model consists of a screening program for children as they enter kindergarten or grade one, the identification of children who are learning disabled or considered "high risk", and the assignment of those children to either special classes or a resource room program, according to the severity of need.

During 1975-77, the CSDC has emphasized replication of the intervention model in schools in the other five educational regions on the island. The program was originally developed in the San Juan educational region. It has also emphasized inservice training for teachers in test administration and remedial techniques, development of a home training program for parents, standardization of screening instruments, development of curriculum and other materials for dissemination, and the collection of child performance data.

The development and administration of the CSDC's program has been the responsibility of the Department of Education, Commonwealth of Puerto Rico.

HISTORY

In 1972, when this CSDC began operations, only one teacher provided instruction to 15 LD students on the island. Initially, the CSDC set up a demonstration program at two schools in San Juan. An early intervention program for children, grades K-2, functioned at one school; a resource room remedial program for children, grades 3-6 began at the other. It was determined that the first program — early intervention for students K-2 — was more cost effective and easier to implement, so during 1974-76, this program was established in one school in each of the five other education regions. The teachers were trained by San Juan CSDC personnel. By the end of the first 3-year grant period, more than 400 children had been served throughout the island, but equally important, through the dissemination activities of the CSDC, Puerto Rican educators and the public began to understand the nature of learning disabilities and the possibilities for doing something about it.

Both the direct services program and the replication activities were continued in 1976-77 by the CSDC staff. The staff consists of a project coordinator and teachers in resource rooms and transition classes in each of the six regional project sites. The CSDC also contracts for psychological and consultant services.

EDUCATIONAL PROGRAMMING

All children entering one of the participating schools for the first time are screened by the resource teacher, using the Spanish version of the Pre-School Screening System — a refinement of the Meeting Street School Screening Test — and the Peabody Picture Vocabulary Test in Spanish translation. All children selected for intervention have normal intelligence, but have failed the screening tests and presented a picture of uneven development. Depending upon age and test results, a child is placed in a special kindergarten class, in a transition class for kindergarten and first grade children, or in a regular class in combination with a resource room program.

To prepare an educational plan, the resource teacher assesses behavior and development, graphomotor skill, academic readiness, activity levels, attention span, and social and emotional adjustment. School social workers also interview parents to ascertain a child's developmental history.

When the assessment is completed, the resource teacher writes a description of each child's learning problem and a statement of individual goals. These are discussed with the classroom teacher, and the two teachers devise a remedial educational plan. They also make the decision to terminate special services when appropriate.

During 1976-77, some 2,700 children were screened and 750 were placed in one of the intervention programs.

OUTREACH AND REPLICATION

During 1976-77, screening and intervention services were established in one additional school in each of the five outlying regions. Counting the two schools in San Juan, that makes 12 schools altogether.

Such replication is especially important because Puerto Rico does not yet have a comprehensive state plan for LD children. Special education programs have been supported exclusively with federal funds. In fact, the CSDC is the first special education program in Puerto Rico to receive both federal and Commonwealth monies.

The inclusion of local resources is evidence of the CSDC's determination to be responsive to local needs. Although it utilizes the best of educational technology, it shapes its programs and instructional materials to the particular needs of Puerto Rican children. For example, screening instruments have been adapted to Spanish and into concepts that mean something to a Puerto Rican child — so the translation is cultural and conceptual rather than literal. The CSDC is also developing a diagnostic reading and math test in Spanish. Some of these materials could prove useful to educators in New York City and other mainland communities with large Spanish-speaking populations.

PRODUCTS

Curriculum for Puerto Rican children in:

Gross Motor Development, Perceptual Motor Development, Sensory Motor Development, Language Development and Concept Development (draft version available).

Parents Manual

Program Implementation Guidebook

The CSDC Model Intervention Program

A slide presentation.

Pre-School Screening System

Spanish version (being standardized).

Peabody Picture Vocabulary Test

Spanish translation.

Diagnostic Reading Test for Spanish-speaking children

UNIQUE FEATURES

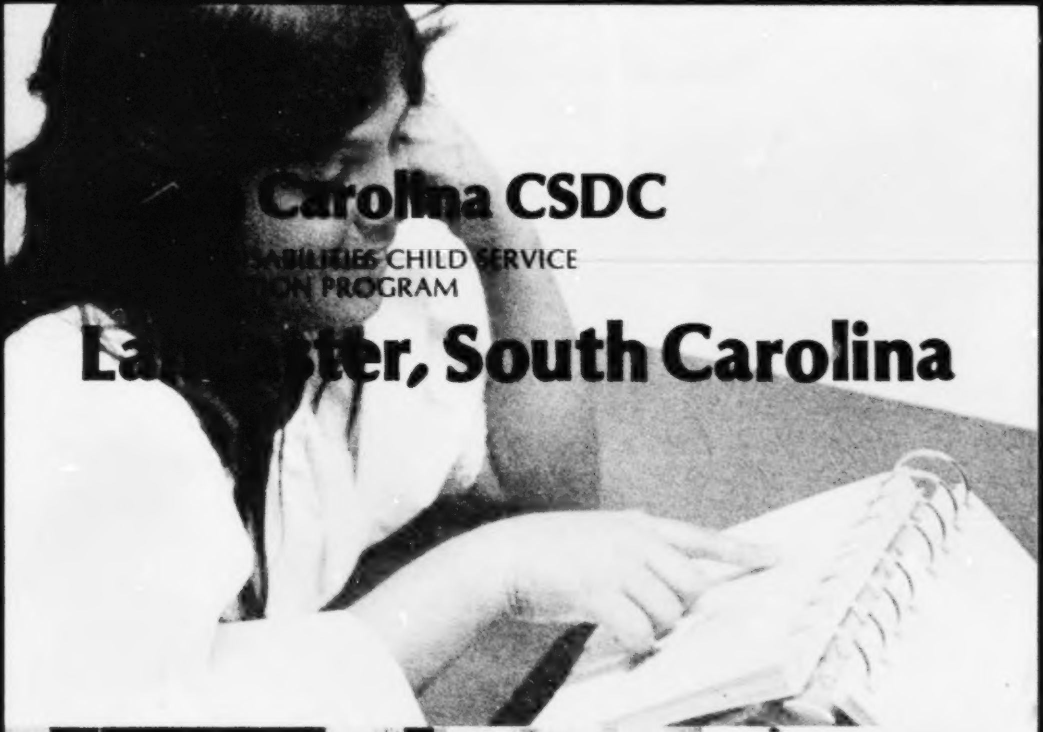
- Early intervention for children, ages 5-9.
- Translation of screening and diagnostic tests into Spanish.
- Replication in all six education regions of Puerto Rico.

WORKSHOPS

TITLE	AUDIENCE
Implementation of Model Intervention Program	Resource teachers at replication site
Characteristics of LD children and Orientation to the CSDC Model Program	Parents
Components of the Model Demonstration Center	Teachers, educators

For more information about this project and its products please write:

Ms. Carmen Acosta, CSDC Project Director
Puerto Rico Department of Education
Hato Rey, Puerto Rico 00824
or call: (809) 767-6657



Carolina CSDC

SABILITIES CHILD SERVICE
ON PROGRAM

Lancaster, South Carolina

TITLE VI-G

Lancaster, South Carolina

This CSDC serves LD students, grades 6-8, in six schools in South Carolina through a resource room model. It also features an extensive training program for resource room teachers, regular classroom teachers, and guidance counselors that emphasizes effective mainstreaming of LD students. Other program components include parental involvement, research through program evaluation, and the development of exportable resources. During its second and final year as a CSDC project, it has concentrated on replicating its program in other South Carolina schools.

HISTORY

The CSDC is a project of an intermediate school agency — the South Carolina Region V Educational Service Center — which provides regional services to seven county school districts. Two years before this project originated, the Center sponsored another CSDC project that also featured a resource room approach, but it was designed for elementary students. It, too, had a strong teacher-training component. The current CSDC project is patterned after the elementary project.

As it did in the elementary CSDC project, Winthrop College, which is located near the Center, is training selected teachers to become certified as LD specialists. While undergoing training, they serve as resource room teachers for the project. Their salaries are paid by the state, but they are paid tuition and stipends by the CSDC.

Winthrop College has also detailed a guidance professor part-time to conduct an inservice training program for local school staff. Other CSDC staff members are drawn from the center. A full-time project coordinator manages the day-to-day activities, and another center staff person devotes half-time to the project as a curriculum development specialist. The executive director of the center provides overall project management.

EDUCATIONAL PROGRAMMING

Resource room instruction takes the form of tutorial, remedial instruction based on diagnosis and prescription. Students spend an average of 1 hour daily in the resource room for a length of about 13 months.

During the two years of the project, it has screened 234 students and completed a full diagnostic assessment on 204. Individual education plans have been written and carried out for 175 children.

When LD students are assigned to a regular classroom, teachers have been trained to follow a five-step process in adjusting curriculum to their needs. These steps are: (1) identify expected class performance regarding a particular task, (2) identify LD student's problems in completing task, (3) plan and implement an instructional adjustment based on the student's learning problems, (4) evaluate the effectiveness of the adjustment, and (5) summarize performance problems, instructional adjustments and outcome.

OUTREACH AND REPLICATION

Because the CSDC emphasizes effective mainstreaming, it has concentrated on inservice training for staff of the six participating schools. At each school, a core group of 11 educators — usually eight teachers, a guidance counselor, a principal, and a resource room teacher — meet monthly with the CSDC curriculum specialist. They receive instruction on effective techniques of mainstreaming, and each one is assigned a "curriculum experiment" to complete with LD students in his or her classroom or area of responsibility. In addition, subject matter specialists from each school — English teachers, for example — meet together to discuss methods of relating to LD students through the content they teach. Credit towards a graduate degree is given for inservice training by Winthrop College. Specific procedures for this kind of staff development are contained in a staff development manual published by the CSDC.

To replicate its program, the CSDC held a two-day workshop for 16 classroom teachers, resource teachers, guidance counselors and administrators from five school districts. Six schools in these districts have installed the model program.

PRODUCTS

Mainstreaming Learning Disabled Adolescents: A Staff Development Guide,

Bill Chaiken and Mary Joyce Harper, June 1977. A comprehensive staff development manual for mainstreaming in the middle and junior high school. It includes the following sections: Characteristics and Needs of Learning Disabled Adolescents; The Resource Room Program; Staff Development Procedures for Classroom Teachers, Resource Teachers, Guidance Counselors and Instructional Leaders; Evaluation. Available for $4.00 from S.C. Region V Educational Services Center, P.O. Box 1069, Lancaster, S.C. 29720.

UNIQUE FEATURES

- Resource room model but emphasis on mainstreaming.
- Extensive training program for core group of classroom teachers, guidance counselors, and administrators at each school.
- Cross-school training for English teachers, social studies teachers and other subject matter specialists.

WORKSHOPS

TITLE	AUDIENCE
Referral and Screening Procedures	Classroom teachers, guidance counselors
LD Adolescent Characteristics	Classroom teachers, guidance counselors, parents
Curriculum Adjustments	Classroom teachers
Leadership Training	Principals, guidance counselors, resource teachers
Guidance for LD Adolescents	Guidance counselors, resource teachers

For more information about this project and its products please write:

Ms. Mary Joyce Harper, CSDC Project Coordinator
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Lancaster, South Carolina N-29720
or call: (803) 285-2001

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TIONAL AGENCY/SCHOOL S
nville, Tenness

TITLE VI-G

Nashville, Tennessee

The PASS-II Project serves as the interface between a psychoeducational agency (Peabody College's Child Study Center) and a local school system. This collaborative arrangement reflects a basic tenet of the project's philosophy. PASS-II currently operates in the Williamson County Public Schools to assist in the development of individual education plans (IEPs) for LD students, grades 1-6, that will be implemented by LD resource room teachers and regular classroom teachers throughout the school system. It does not provide direct intervention services. However, the liaison staff assists teachers in understanding and implementing the IEPs, and it conducts teacher-training in diagnostic procedures and precision teaching.

HISTORY

PASS has represented a collaborative effort between George Peabody College for Teachers and surrounding school systems (originally the Metropolitan Nashville Public Schools). It enables the schools to tap the extensive resources of Peabody College, especially those of the Child Study Center. And it provides college personnel with the opportunity to assist in dealing with the ongoing problems of educating LD children in the public school setting.

Begun in 1974, PASS provided direct services to LD children at the Peabody Child Study Center in two self-contained classrooms while perfecting the service delivery model for use in the school system. The PASS model combined a diagnostic-prescriptive approach to remediation, liaison services for teachers, parent training, and rigorous evaluation of program effectiveness. There was an extensive teacher-training component for training in diagnostic-prescriptive techniques.

Also during the first two years, PASS established several classrooms in the Metro Nashville public schools to provide direct student services and to participate in a comparison of its program with other methods of diagnosis and intervention. About 500 children were screened during the period and 180 directly served at the Child Study Center and in PASS classrooms.

In 1976-77, with a change in its emphasis from direct service delivery to resource agency, PASS remained in Metro Nashville but moved to a focus on operating a diagnostic center and providing liaison with LD and regular classroom teachers as they implemented the IEPs developed at a diagnostic center.

EDUCATIONAL PROGRAMMING

The PASS Model employs the diagnostic-prescriptive approach to classroom instruction. Instruction occurs through a set of highly sequenced, intercorrelated experiences that are constantly evaluated. Assessments of referred children, conducted with both standardized and diagnostic tests, lead to a measurement of discrepancies between performance and capacity on a number of factors. These results and other observational data form the basis for the individual education plan (IEP). These are written so as to afford LD children as much time in the regular classroom as possible. On the average, this has meant that each child spends about 1.5 hours per day in the resource room.

Each IEP contains several educational prescriptions which are stated as behavioral objectives. A prescription includes the specific terminal behaviors expected of the student, the environment in which those behaviors are to occur, the evaluation process, and the performance criteria a student must satisfy to attain the objective. Progress checks are administered throughout the instructional sequence. For motivational purposes, the PASS model includes a contingency management system.

In addition to providing a diagnostic-prescriptive approach to educational programming for LD children, the PASS model was designed to facilitate a better fit between the LD child and his environment through a liaison approach. The liaison specialist assists teachers of LD resource rooms, self-contained LD classes and regular classrooms in providing instructional settings and programs which are specifically designed to meet LD children's needs. Liaison services include explanation of IEP provisions, training in specialized instructional and diagnostic techniques, assistance in coordinating each child's total school program, and consultations with concerned parents. The liaison role is critical to the success of the PASS model.

OUTREACH & REPLICATION

During 1977-78 PASS-II is replicating its program outside Nashville in Williamson County and has returned to its original form of operation. The replication model will be based on the Karnes, Zerback, and Gunn Evaluation Technique (1975) and the Swan Outreach Process Model. It also draws upon the experience in dissemination gained by the Demonstration and Research Center for Early Education and other programs of the Peabody Child Study Center. To assist replication efforts, PASS-II is developing the PASS Rating Scale, which assesses the extent of replication at a given site, and a technical assistance guide on implementation. Further replication and dissemination efforts are planned.

Research reports based upon PASS project evaluation activities have been published in several special education and education scholarly journals.

PASS-II Project PSYCHOEDUCATIONAL AGENCY/SCHOOL SYSTEM

PRODUCTS

Available in limited quantities free of charge unless otherwise noted.

RESEARCH REPORTS

Approximately two dozen research reports are now available upon request.

PASS-II BROCHURE

Descriptive overview of the project.

GUIDE FOR DIAGNOSIS AND PRESCRIPTIVE PROGRAMMING

Volume I: Diagnosis. Volume II: Prescriptive Programming.

PARENT'S MANUAL

Answers to questions parents ask about LD and PASS-II.

PROFESSIONAL'S GUIDE TO PARENT PARTICIPATION

How to use the *Parent's Manual,* which is included in the appendix. In press.

LIAISON GUIDE

Describes the role and functions of the PASS-II liaison teacher-specialist. Now being developed.

UNIQUE FEATURES

- Cooperative arrangement between a psychoeducational agency and a public school system.
- LD resource room teachers employ PASS-II instructional model which features diagnostic-prescriptive teaching strategies, reinforced with a contingency management system.
- Liaison specialists with resource room and regular classroom teachers to implement IEPs.
- Research reports based upon evaluation activities.

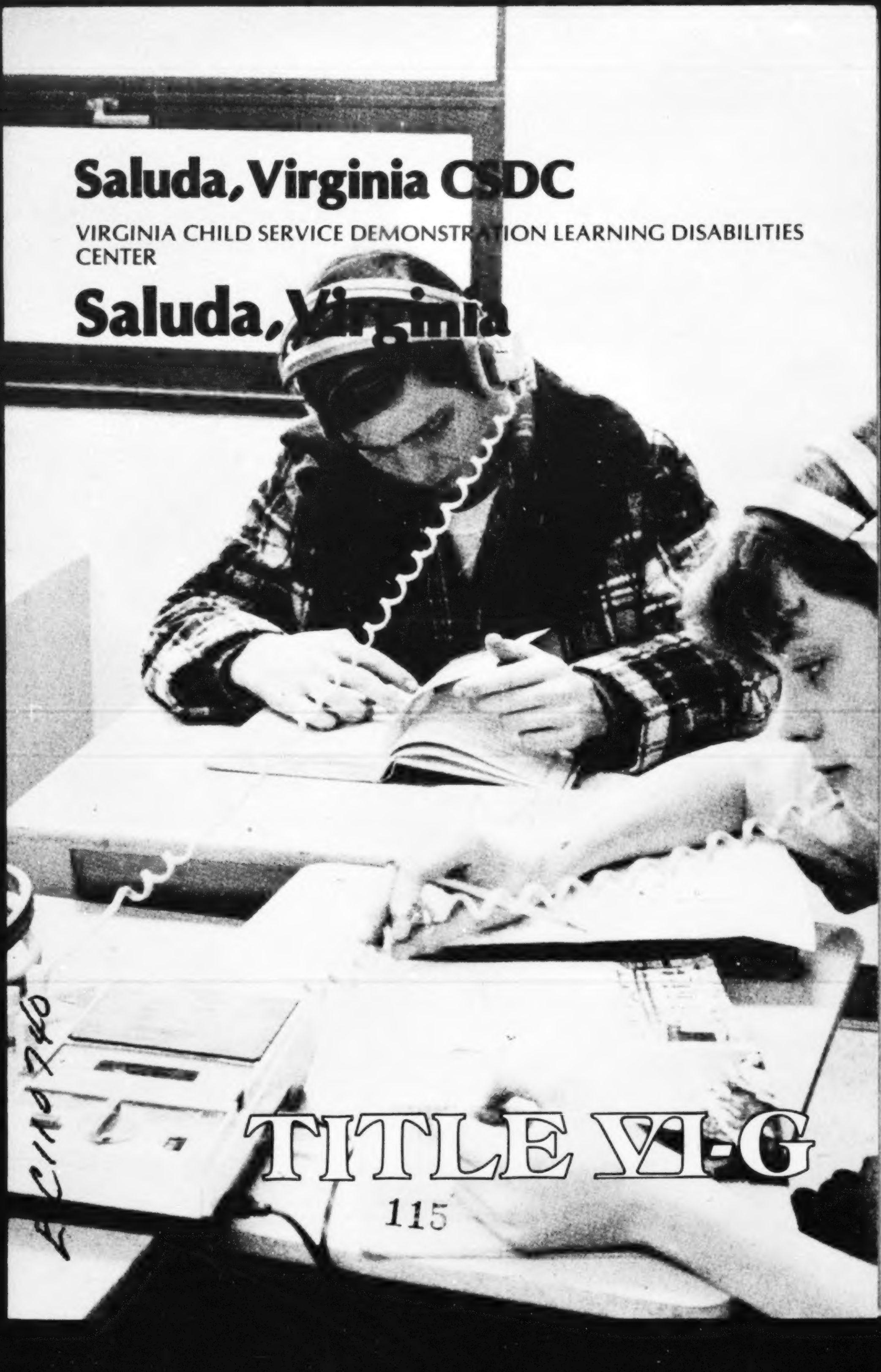
For more information about this project and its products please write:

Dr. Earl Davis, Co-Director or
Dr. Paul Dokecki, Co-Director
PASS-II Project
Child Study Center
George Peabody College for Teachers
Box 158
Nashville, Tennessee 37203
or call (615) 327-8094

Saluda, Virginia CSDC

VIRGINIA CHILD SERVICE DEMONSTRATION LEARNING DISABILITIES CENTER

Saluda, Virginia



TITLE VI-G

EC110740

Saluda, Virginia

The Middle Peninsula CSDC serves seven school districts in the tide-water area of Virginia. Its program complements school district services so a comprehensive system of LD services is available to all students. School districts refer potentially learning disabled children, ages 6-12, to the project staff for an in depth-field-based assessment. Through a multidisciplinary team of educational diagnosticians, psychologists and speech pathologists, an extensive psychoeducational assessment is conducted. The team recommends an appropriate placement to the referring school district. A child may be placed in the CSDC's four self-contained classrooms, which are located throughout the region, or in a school district resource room. Project staff provides follow-up and consultation with local resource teachers and classroom teachers. In addition to direct services, the CSDC also carries out an extensive inservice training and awareness program for staff, resource teachers, classroom teachers and parents.

HISTORY

The Middle Peninsula CSDC has been operating for three years. When Virginia passed legislation that all handicapped children be served by 1977, the state Department of Education set up the Middle Peninsula Diagnostic Center in an area where these services were non-existent.

During its first year, the CSDC provided diagnostic and assessment services to the seven school districts. It also provided inservice training for newly-hired resource teachers who were assigned to the schools and paid with project funds.

During the second year, when screening revealed a small number of children with severe learning disabilities, the CSDC, at the request of the superintendents, established two self-contained classrooms. The CSDC also set up two diagnostic classrooms to provide more comprehensive assessment services. Originally, the diagnostic period for each child was scheduled for six weeks, but during the third year of the project — 1976-77 — this period was reduced to two weeks.

The professional staff of the Project consists of: a project director, two educational diagnosticians, two diagnostic classroom teachers, two self-contained classroom teachers, a school psychologist, and a speech pathologist. Four aides assist the classroom teachers, and three others are assigned to resource teachers in local school districts. School districts now pay the salaries of resource teachers.

EDUCATIONAL PROGRAMMING

A child for whom services are desired is first referred to the building principal who, in turn, alerts the school district's special education coordinator. The coordinator arranges an initial screening and recommends immediate placement in a school's LD program or further diagnosis at the CSDC to a placement committee.

Once a child is referred, the staff conducts classroom observations and interviews the teachers. Then a child enters a two-week diagnostic cycle at the CSDC's diagnostic classroom. The child's strengths, weaknesses, learning style, and response to various methods and materials are assessed by the school psychologist, speech therapist and educational diagnostician, in addition to the diagnostic classroom teacher. Before the end of the two weeks, the diagnostic classroom teacher meets with the child's regular classroom teacher and the school district's resource teacher to design an educational plan. This plan is then recommended to the school district's placement committee.

If the child is placed in a mainstream program with periodic assignment to a local resource room, the resource teacher is responsible for monitoring the implementation of the education plan.

During 1976-77, 51 children were assessed in the diagnostic classrooms, and 17 were assigned to the project's self-contained classrooms for full-time treatment.

OUTREACH AND REPLICATION

The CSDC has concentrated on raising the quality of LD services available in the seven school districts. Its program, which is moving towards more on-site training and consultation, reflects the growing capacity of the school districts' LD systems to provide primary services. There still remains a need, however, to centralize treatment of the severely learning disabled child.

PRODUCTS

Middle Peninsula Diagnostic Services

A 20-minute slide-tape presentation.

The IEP

A video tape developed by the State Department of Education and project staff.

UNIQUE FEATURES

- Two-week assessment in CSDC diagnostic classrooms.
- CSDC self-contained classrooms as placement alternative.
- Program moving towards support of district LD programs as school districts increase their capabilities.

WORKSHOPS

TITLE	AUDIENCE
Overview of Services	Special Education Coordinators, Resource Teachers, Elementary Teachers, Building Principals
Audiological Screening Procedure	Speech Pathologists

For more information about this project and its products please write:

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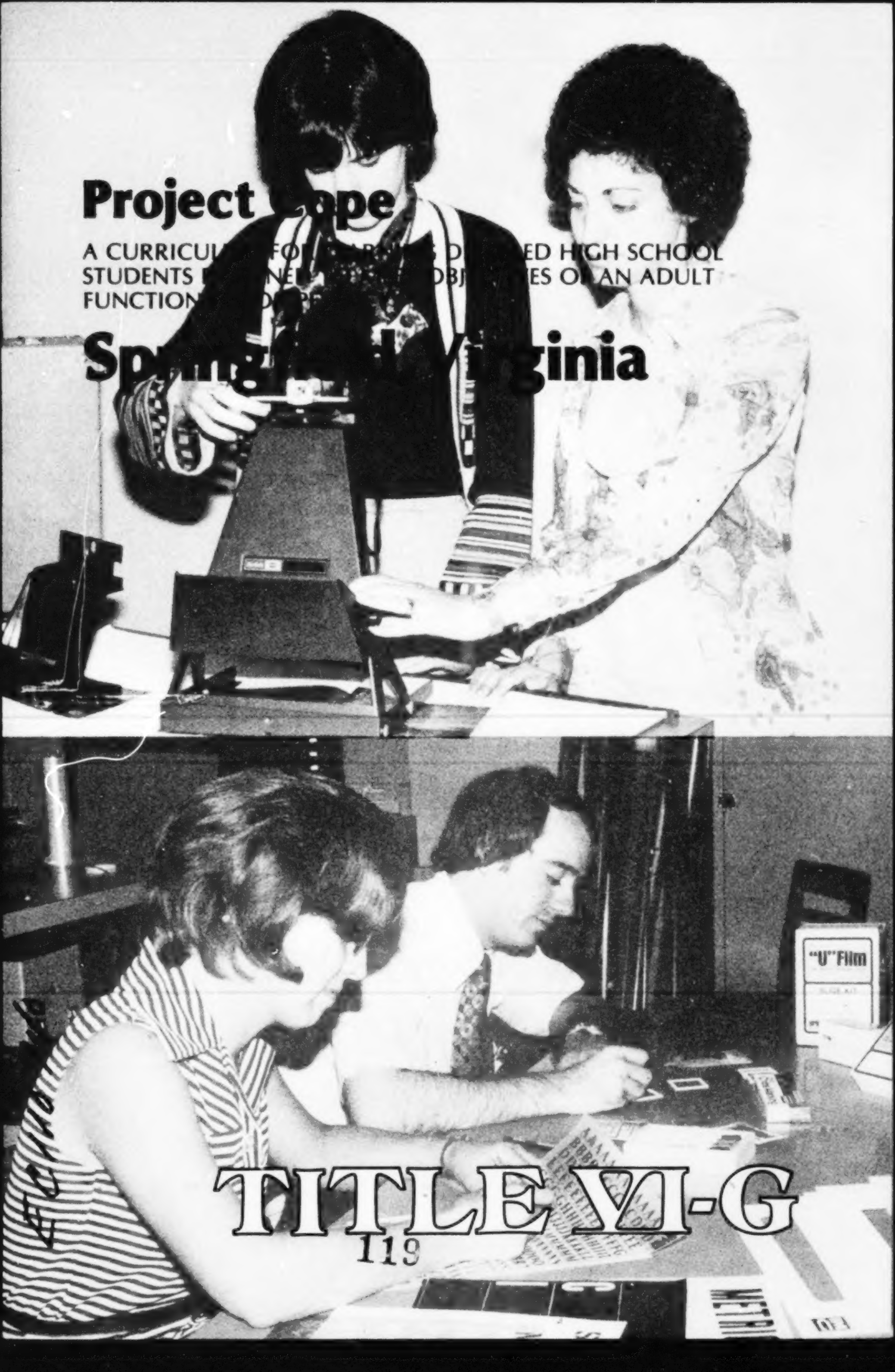
Saluda, Virginia CSDC
Box 386
Saluda, Virginia 23149
or call (804) 758-5393



Project Cope

A CURRICUL[illegible] FO[illegible] D[illegible]ED HIGH SCHOOL STUDENTS [illegible] OBJ[illegible]ES OF AN ADULT FUNCTION[illegible]

Springfield, Virginia

TITLE VI-G

119

EC110469

Springfield, Virginia

Within the overall secondary LD program in the Fairfax County Public Schools, Project Cope is developing multi-media instructional kits that enable high school LD students to gain the necessary skills for adult functional competency. The kits are based on 65 objectives contained in a listing of adult functional competencies that were devised by researchers at the University of Texas and grouped under five basic headings: occupational knowledge, consumer economics, health, government and law, and community resources. The kits are used by LD resource teachers who assist classroom teachers in mainstreaming LD high school students, and by staff of LD centers at which the more severely learning disabled receive instruction. In addition to the staff-produced kits, the Project Cope media specialist is teaching LD students to produce their own multi-media instructional units as supplemental material.

HISTORY

Project Cope was proposed by the county's secondary LD program specialist to capitalize on recent research in adult functional competencies at the University of Texas by a team of investigators headed by Dr. Norvell Northcutt, and to expand the program offerings for LD students in non-academic areas.

Fairfax County Public Schools has an extensive program for secondary LD students. LD resource teachers are assigned to each of the 22 high schools in the system to conduct diagnostic evaluations, provide direct instruction, and assist classroom teachers in adapting the curriculum for LD students. LD centers are also located in six intermediate and four junior high schools. Fifty students attend each center for individually prescribed instruction and are mainstreamed for electives. A student-centered approach is emphasized at the centers, including the use of student-made materials and field experience. A multi-media approach is also being used in the centers to improve student attitudes, performance and communication skills.

The three-person professional staff of the project consists of a full time project director, a product development LD specialist, and a media specialist.

EDUCATIONAL PROGRAMMING

Working under a grant from the U. S. Department of Health, Education, and Welfare, Dr. Northcutt and his investigators identified five major groupings of adult functional competencies, with learning objectives and performance indicators for each group. His team also developed a test — the Adult Performance Level Test, published by the Iowa Testing Service — that indicates the degree to which a student has mastered these competencies. Project Cope has clustered the functional competency objectives from the APL Test into ten areas of instruction, and is producing an instructional kit in the Guidepost Series for each area. Each kit contains visual and auditory components, games, individual student materials, teacher manuals, and pre-post tests.

To supplement the Guidepost Series, especially in career education subjects, LD students themselves are being trained to produce multi-media instructional units. Project Cope believes that these units will be useful not only in their own right, but also that the experience of producing a unit will be highly beneficial to students who have difficulty expressing themselves in traditional forms. A handbook describing the procedures for instructing students in the use of media is scheduled to be published by Project Cope.

OUTREACH AND REPLICATION

The multi-media kits — called the Guidepost Series — are being integrated into the curriculum as they successfully pass the field-test stage. Some units may be taught as separate components or in conjunction with career units. They will also be used by the LD resource teachers and by staff of the LD centers and will be made available to secondary general education teachers. The Guidepost Series is being field-tested in the LD centers, and one center has been designated as the demonstration site for the project.

PRODUCTS

THE GUIDEPOST SERIES

Currently being developed and field-tested; includes the following components: *Budgeting: Money, Banks, and Credit; Consumer Goods and Services; Housing; Travel; Health and Safety; Family Living; Government and Law; Community Services; Occupational Knowledge.* (Will be available in 79.)

A handbook on instructing students to use media, including samples of materials produced (developmental stage — available in 1979).

Student-produced multi-media materials (not available for general dissemination).

UNIQUE FEATURES

- Multi-media instructional kits on adult functional competencies — how to buy insurance, manage a banking account, buy nutritious food inexpensively, etc.
- Supplemental multi-media materials produced by students.
- Program based on research on adult functional competencies conducted at the University of Texas.

WORKSHOPS

TITLE	AUDIENCE
Behavior Management	Teachers, parents
Media Training Workshops	Teachers, students
Utilizing the Guidepost Series	LD resource teachers, classroom teachers
Career Education	Teachers

For more information about this project and its products please write:

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Project Cope
6421 Meriwether Lane
Springfield, Virginia 22150
or call
(703) 971-3475

Washington State Univ. CSDC

CHILD SERVICE DEMONSTRATION CENTER FOR TEACHERS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES IN RURAL AND ISOLATED AREAS

Pullman, Washington

TITLE VI-G

Pullman, Washington

A project of the Department of Education, Washington State University, this CSDC project provides remediation services for LD students in five elementary schools in Whitman County, a rural section of eastern Washington with few LD resources. It also provides inservice training, consultation, and support to classroom teachers. Project staff work in regular classrooms with teachers, demonstrating instructional intervention techniques as they carry out individualized educational plans (IEPs) prepared for LD children, often with the assistance of a multi-disciplinary team from the university. In addition, the staff conducts more formal, graduate-level training courses for classroom teachers from the participating schools. All services and training are provided on-site. In 1977-78, the staff is preparing a series of instructional packages to be used by classroom teachers with LD children.

HISTORY

Two professors of special education at Washington State University originated the project. In their work, they had observed the difficulty experienced by rural schools in providing appropriate LD services. They also realized the necessity of actively involving classroom teachers in the delivery of LD services, especially since teachers could slip into a passive role when dealing with university experts. Thus, the proposal featured direct intervention in the classroom, with the CSDC staff person sharing practical approaches and techniques with the teacher as he or she worked with LD children. The theoretical foundations for identifying potential LD children, developing appropriate classroom intervention strategies, and evaluating student progress were to be supplied in formal inservice training courses for which graduate credit could be awarded.

The two professors serve as co-directors of the CSDC. There are three LD specialists who work in the schools, and an inservice coordinator. The CSDC also employs specialists part-time from the Department of Education to serve on the multi-disciplinary team for diagnosing LD children and prescribing appropriate intervention.

In 1976-77, the staff screened 468 children in the five elementary schools and provided remediation services, in partnership with the classroom teacher, to 118 children.

EDUCATIONAL PROGRAMMING

All elementary students are screened by state-prescribed instruments, supplemented by various other instruments when appropriate. Teachers utilize a behavior checklist, and CSDC staff employ teaching probes to compile data about classroom performance and behavior. In some cases, the CSDC staff person administers academic tests to complete the assessment and uncover those areas in which remediation should occur. In more severe cases, the multi-disciplinary team from the university is called upon to complete a diagnostic workup. Members of the team include a psychologist, a communications disorder specialist, and a diagnostic-prescriptive educational specialist. When the diagnosis is completed, the team meets with the classroom teacher, resource teacher, school administrator, and parents to discuss the findings and to develop an individualized educational plan (IEP) to guide remediation activities in the classroom. A student typically receives remediation services for three hours during a week and usually remains in the program for nine months.

OUTREACH AND REPLICATION

Since the provision of systematic LD services is a relatively new priority for the five participating schools, all staff energies have been directed towards securing the acceptance of the program and the presence of the CSDC staff in the schools. Eventually, the CSDC intends to expand its services to all schools in Education Service District 101, which spans six counties in eastern Washington. The publication of the instructional packages, scheduled for 1977-78, will also broaden the project's impact on educational practices.

UNIQUE FEATURES

- Remediation services delivered in the classroom in partnership with classroom teacher.
- On-site graduate level training courses for classroom teachers.
- Diagnostic-prescriptive intervention strategy.
- Instructional packages for classroom teachers (in process; to be published June, 1978).

WORKSHOPS

- Teaching to an objective at the correct level of difficulty
- Monitoring student performance and adjusting instruction
- Principles of learning
- Behavior management
- Issues in providing LD services

For more information about this project and its products please write:

Dr. Sabra Martin, Co-Director
Ms. Karen Swoope, Co-Director
Department of Education
Washington State University
Pullman, Washington 99163
or call: (509) 335-3435

Wyoming CSDC

CHILD SERVICE DEMONSTRATION CENTER IN LEARNING
DISABILITIES [illegible] AND STATEWIDE TECHNICAL ASSISTANCE

[illegible] Wyoming

TITLE VI-G

Kemmerer, Wyoming

This CSDC provides direct special education services to LD students, grades 1-12, who live in the remote, rural areas of western Wyoming. Because these schools are widely separated and have small enrollments and few resources, they cannot employ LD specialists full-time or conveniently enter into an arrangement for sharing services. Therefore, the strategy adopted by the CSDC is to have LD services rendered by para-professionals—local people hired by the school districts and trained by the CSDC. These para-professionals work under the supervision of LD specialists from the CSDC who travel from school to school on a regular schedule.

An LD student spends regularly scheduled sessions with a para-professional who teaches from a highly detailed prescriptive education plan that has been developed by a professional child study team. Other aspects of the plan are carried out by the classroom teacher. Each child's progress is continually monitored by the itinerant LD specialist and the classroom teacher.

The Wyoming CSDC also conducts inservice training for classroom teachers and orientation programs for parents. It is a project of a regional education agency: the Region V Board of Cooperative Educational Services (BOCES).

HISTORY

The Wyoming CSDC has been serving school districts in the state since 1972. Its service delivery model — the itinerant specialist working with a local para-professional — was based on other special education programs operated by its parent organization, Region V BOCES. Since its inception, the CSDC has expanded its staff of LD specialists to serve more schools; it has trained more than 20 local para-professionals; and it has extended its target population to include high school students.

In 1976-77, the CSDC was operating in 16 schools in six school districts in western Wyoming. The staff consisted of a project coordinator, four itinerant LD specialists and 20 local para-professionals. The executive director of Region V BOCES provided overall project management.

The para-professionals are selected by school administrators from local applicants recommended by the CSDC staff. They receive 100 hours of inservice training from CSDC specialists in prescriptive programming materials, behavior modification techniques, school public relations, communication skills, and other relevant subjects.

EDUCATIONAL PROGRAMMING

Teachers or parents may refer a child to a child study team for assessment. Its members include a CSDC LD specialist and other appropriate professional personnel such as a speech therapist, a school psychologist, and a classroom teacher. On the basis of its diagnosis, the child study team prepares an overall remedial program plan. Then, the CSDC LD specialist defines specific goals and objectives within the framework of the overall plan and develops a prescriptive education plan, using task analysis techniques and locally available instructional materials. The task analysis approach focuses the para-professional's teaching efforts and promotes accurate record-keeping of a child's progress towards instructional objectives.

Each para-professional works with children regularly on a one-to-one or small group basis. Lessons range from 15-30 minutes in length, and a para-professional may see up to 25 children a day. Students typically spend from 20-30 weeks in the program.

As of October 15, there were 134 children enrolled in the program for the 1977-78 year.

OUTREACH AND REPLICATION

The CSDC is seeking the endorsement of the state teachers association and the state department of education for the statewide adoption of its service delivery model. It points out that the cost per child has ranged from $300-400 per year, which is very cost effective. Further, since para-professionals are recruited from among local people, they are not as mobile as professional staff, and they provide a continuity that did not exist before in special education programs in these remote rural schools.

PRODUCTS

Training packages for para-professionals (nearing completion):

Package 1: A. Exceptionality
B. PL 94-142
Package 2: Introduction to Boards of Cooperative Services
Package 3: A. Roles and Responsibilities of Para-professionals
B. Financing
C. Ethics
Package 4: Referral
Package 5: Record Keeping
Package 6: Behavior Modification

UNIQUE FEATURES

- LD services provided by local para-professionals supervised by itinerant LD specialists from the CSDC.
- Para-professionals deliver diagnostic-prescriptive educational programs developed by a professional child study team.
- Para-professionals receive at least 100 hours of inservice training.

WORKSHOPS

TITLE	**AUDIENCE**
Remediating the Deficits of LD Children	Teachers, Para-professionals
Orientation to LD Children and the CSDC Program	Parents
Behavior Modification	Para-professionals
Use of Instructional Materials	Para-professionals
Baselining and Progress Charting	Para-professionals
Confidentiality and Accountability Procedures	Para-professionals

For more information about this project and its products please write:

Mr. Curtis Hiltbrunner, CSDC Project Director
Mr. Charles Blackwell, CSDC Program Facilitator
Region V BOCES
P. O. Box 112
Kemmerer, Wyoming 93101
or call: (307) 877-3991

TITLE VI-G

NEWLY-FUNDED
CSDC PROJECT DESCRIPTIONS, 1977-78

EC110740

Introduction

The Title VI-G Network has grown to a total of 53 Child Service Demonstration Centers (CSDCs) in 33 states and Puerto Rico. Of this total, 23 centers in 19 states were newly funded by the Bureau of Education for the Handicapped in 1977 and 1978. This booklet contains the descriptions of those 23 centers.

The format of these descriptions differs from that of the rest in the same ways that the new centers themselves differ from the old. First year projects are primarily concerned with developing their goals, establishing screening procedures and refining programs of service to LD students. With a few exceptions, the new centers are not yet involved in the replication, training or product development efforts that characterize the continuing CSDCs.

For this reason, the organization of the continuing center descriptions — with its sections on history, outreach and replication, products, workshops and unique features — is inappropriate for the new centers. Instead, these listings consist of a paragraph description of each new center's program. More detailed information on projects' progress in any of the other areas is available from the contact person listed for each center.

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Arizona

A Model Demonstration Center and Alternative Curriculum Project for Secondary School Aged Learning Disabled Students

This project focuses on the problems of educating secondary students who are learning disabled. The CSDC program includes five components: 1) testing and educational evaluation, 2) remediation, 3) a Parallel Alternate Curriculum, 4) personnel training, and 5) parent training. The most unique feature of the program is the development of a Parallel Alternate Curriculum (PAC), a content-centered curriculum approach that permits teachers of learning disabled students who are non-readers or very poor readers to substitute a variety of other communication modes (audio-visual media, tape recordings, talking books, lectures, etc.) for reading as a primary medium for information gathering. The project is a cooperative effort of Arizona State University and the Mesa Public Schools. During its first year the project has been based at Mountainview High School in Mesa. Plans for the second year include replication of the program in the Gila River Indian Reservation.

For further information, contact:

Dr. Douglas E. Wiseman, Project Co-Director
Dr. L. Kay Myers, Project Co-Director
Mountainview High School
2700 E. Brown Road
Mesa, Arizona 85202
Phone: (602) 834-0722

Arizona CSDC

California

Frostig Model Demonstration Center for Children with Specific Learning Disabilities

A project of the Marianne Frostig Center of Educational Therapy in Los Angeles, this CSDC is providing comprehensive special education services to 36 severely learning disabled children, ages 5-15, from the Los Angeles area schools. The children served by the Center are those who require a highly structured environment such as the self-contained classroom or special day school program. A comprehensive diagnostic evaluation by an interdisciplinary team is conducted prior to the development of individual educational plans (IEPs) for each student. The content and approach of the educational intervention for these students in the special day classes is based on the "educational therapy" approach developed by Marianne Frostig. This approach integrates two major professional orientations — the mental health approach, which places a great deal of emphasis on the child's self-image and ego structure, and the psychoeducational approach, which focuses on the diagnosis and remediation of specific learning problems. During the second and third years, the program will be made available to school districts throughout California and the country.

For further information, contact:

Dr. Mario Pascale, Executive Director
Marianne Frostig Center
5981 Venice Boulevard
Los Angeles, California 90034
Phone: (213) 937-0490

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Florida

Operation Divert

Operation Divert: A Demonstration/Service Project for Specific Learning Disabled Juvenile Offenders

A project of the Community Mental Health Center of Escambia County, Inc., this CSDC will provide services to adolescent offenders who are diagnosed as learning disabled. The program will intervene when the adolescent first enters the criminal justice system in an effort to prevent the adolescent from being a repeat offender. Educational remediation will be offered in order to insure success at academic tasks and to teach such functional academic skills as reading, writing, spelling, and math. Career training will be provided in conjunction with existing community programs for the purpose of teaching the adolescent a marketable skill so that s/he can be economically self-supporting and can develop a feeling of self-worth. The third area of intervention will be individual, group, and parental counseling, the goal of which will be to teach adolescents and their parents alternative ways of handling social situations more in accordance with established social standards. The project will serve as a demonstration setting for other professional and service agencies to observe the procedures and techniques used with learning disabled juvenile offenders in order to assist in replication of the program in other areas of the State.

For further information, contact:

Dr. Joseph A. Cox, Director
Operation Divert
Community Mental Health Center
1201 Hernandez Street
Pensacola, Florida 32501
Phone: (904) 433-3801, Ext. 510

Georgia

Project TIME (Teachers Involved in Multidisciplinary Education): A Model Demonstration Center for Children with Learning Disabilities

A project of the Cobb County Board of Education, this CSDC will use a functional educational performance approach that specifies 1) child characteristics, 2) the nature of the learning task, and 3) the child's learning and behavorial environment. An overriding emphasis of the program will be the interaction of these variables, and the project's major goal will be to develop assessment strategies that are directly related to instructional strategies. The intervention program will work toward strengthening teacher skills, methods, and techniques while providing direct assistance to children in grades one, two, and three. A model demonstration center that will be established in one school will provide direct assistance to LD children in a morning academic program and to teachers through training, demonstration visits, and written reports. The project also plans to conduct an intensive staff development program utilizing videotape training materials.

For further information contact:

Dr. Dee D. McClure, Director
Project TIME
LaBelle Elementary School
230 Cresson Drive
Marietta, Georgia 30060
Phone: (404) 434-9676

Hawaii

Demonstration Training and Program Delivery Models for Young Children with Specific Learning Disabilities

The Hawaii CSDC is a cooperative effort of the Hawaii State Department of Education's Office of Instructional Services, Exceptional Children Section, the University of Hawaii's Special Education Department, and the University College of Education's Curriculum Research and Development Group. The CSDC will develop identification, diagnostic, and educational prescription services for Children, ages 3-5 who have specific learning disabilities. In cooperation with the University of Hawaii and the public schools in Honolulu, the CSDC will develop two service delivery models — one with school-based classes with specialist teachers and regular educational personnel, the other with itinerant supportive services to mainstreamed children. An evaluation of the effectiveness of curricula, teaching/learning procedures, evaluation strategies, materials, and parent involvement will be conducted. Inservice and pre-service training of teachers and parental involvement will also be major components of the project. This program will serve as a model for the development of preschool programs for children with specific learning disabilities in Hawaii.

For further information, contact:

Ms. Linda Warren, Director
University of Hawaii at Manoa
Curriculum Research and Development Group
Castle Memorial Hall 132
1776 University Avenue
Honolulu, Hawaii 96822
Phone: (808) 948-7961, 7962

Illinois

Project EXCEL: Experimental Classroom for Exceptional Learners

This CSDC, a cooperative effort of Northern Illinois University in DeKalb and the Rockford Public Schools is establishing a model program using applied behavior analysis (ABA) assessment and remediation strategies. The project focuses on two major components: 1) direct services to learning disabled children, and 2) inservice teacher training. Direct services to children with learning disabilities are provided through two demonstration classrooms in Rockford, Illinois. Project EXCEL also provides inservice training to regular and special education teachers. This training includes one-day awareness sessions, which familiarize teachers with applied behavior analysis, and five-day training institutes, which present ABA skills and procedures. The use of ABA procedures is allowing the project staff to develop a model service program for learning disabled children that can be adopted by other schools in the northern Illinois region, and eventually throughout the entire state.

For further information, contact:

Dr. Michael Epstein, Project Director
Dr. Doulgas Cullinan, Replication Director
Dr. John Lloyd, Education Director
Department of Learning and Development
Northern Illinois Unversity
DeKalb, Illinois 60115
Phone: (815) 753-0654

Kansas

Coping Skills and Strategies for High School Learning Disabled Students

This project will develop a coping skills model to serve high school students identified as learning disabled. A project of the Lawrence Unified School District #497, the Kansas CSDC will use a resource room approach to teach students strategies and techniques to help them cope with the demands of the senior high school curriculum and social situations. Through specific instruction in coping skills, the project intends to help students improve their achievement levels in the areas of listening, reading, thinking, speaking, writing, spelling, mathematics, and personal and social behavior. To facilitate gains in these areas, the CSDC will rely heavily on cooperative planning with regular class personnel and on an extensive staff development program. The coping skills demonstration model has been designed to incorporate placement, programming, staff development, and project evaluation, and the project hopes to develop a data bank of instructional objectives and strategies that can be disseminated to other interested schools.

For further information contact:

Dr. Don Herbel, Project Director
Lawrence Unified School District #497
2017 Louisiana Street
Lawrence, Kansas 66044
Phone: (913) 842-6222, Ext. 32

Mr. Steven A. Carlson, Project Coordinator
Lawrence High School
1900 Louisiana Street
Lawrence, Kansas 66044
Phone: (913) 842-6222, Ext. 57

Kentucky

Project CAEVEP (Career Awareness, Exploration and Vocational Education Program)

A project of the Jefferson County Public Schools, this CSDC seeks to enhance career and vocational opportunities for learning disabled students at the secondary level. The project provides career education exploration programs for students in grades nine through twelve, provides placement in the district's vocational programs for students in grades eleven and twelve, and offers practicum experiences to twelfth-graders to enhance their employment potential. The CSDC is also developing a competency-based curriculum in career and vocational education for use in the existing LD Resource Rooms. Throughout the life of the project, personnel involved in regular education, vocational education, career education, and special education will be drawn under one umbrella of cooperation to insure a higher percentage of success with the learning disabled student as s/he proceeds through his/her high school years. The project hopes to develop a model that can be replicated throughout the Jefferson County district and in other districts in the state that have vocational rehabilitation centers.

For further information, contact:

Ms. Barbara Bailey, Project Coordinator
Jefferson County Board of Education
Seneca High School
3510 Goldsmith Lane
Louisville, Kentucky 40220
Phone: (502) 459-6601

Massachusetts

Boston CSDC

Child Service Demonstration Resource Center

Designed to provide short term diagnostic evaluation and programming through two diagnostic classrooms (one class for English-speaking and one for Spanish-speaking) for elementary school children who have been found by the Core Evaluation Team (CET) to need further diagnosis, this project will diagnose the learning styles of referred children and prescribe an educational plan/program in conjunction with the CET, parents, and receiving teachers. A third classroom will be an adoption of the SIMS project developed by Minneapolis Public Schools. Parents and receiving teachers will also be supplied with needed training and materials for the child's educational program through a centralized instructional materials resource center containing instructional materials in special and bilingual education. It is anticipated that one-third of the children to be served by the CSDC will be bilingual; project staff will include a bilingual/special education learning disability specialist and an aide to work with this population. Additional project activities will include the provision of on-going inservice training for target teachers and parents and the development of a directory of resources. The project will utilize System FORE (Fundamentals, Operations, Resources, and Environment) developed by the Los Angeles Public Schools. This CSDC is a project of the Special Services Department of the Boston Public Schools.

For further information, contact:

Anne L. Connolly, Project Director
Richard J. Murphy Community School
1 Worrell Street
Dorchester, Massachusetts 02124
Phone: (617) 288-6868

Missouri

Project LEARN (Liaison, Education and Remedial Network): A Diagnostic Center for the Learning Disabled Delinquent Adolescent

A project of the St. Louis County Juvenile Court, this CSDC is designed to provide comprehensive diagnostic, educational and supportive services to learning disabled delinquents at the secondary level who have not been meaningfully incorporated into a community academic setting. Housed in the St. Louis County Juvenile Court, the project will incorporate a continuum of services designed to meet the varied needs of the educationally handicapped delinquent. Components of the model include 1) interdisciplinary assessment, 2) self-contained classrooms, 3) parent workshops, 4) family counseling, 5) therapy groups for LD adolescents, 6) liaison services with schools and residential settings and 7) training for corrections officers. The program hopes to reintegrate the delinquent into the community by providing intensive, multidisciplinary services to children, who, by reason of their disabilities, have been separated from the educational system.

For further information, contact:

Dr. Donna Sawicki, Director
Project LEARN
501 South Brentwood Boulevard
Clayton, Missouri 63105
Phone: (314) 889-2780

Project LEARN LIAISON, EDUCATION AND REMEDIAL NETWORK

Montana

Demonstration For Specific Learning Disabilities

A project of the Billings Public Schools, this CSDC is developing a model for the preparation and training of resource room teachers as teacher consultants. The program will utilize these consultants to provide regular education staff in the elementary schools with assistance in the identification and remediation of children with specific learning disabilities. The project also plans to develop a parent training and school communication program for parents of LD children. Plans call for a comprehensive needs assessment of administrators, parents and teachers and the development of inservice programs to address identified needs.

For further information, contact:

Ms. Evelyn Rudy, Project Supervisor
Director of Elementary Special Education
Billings Public Schools
101 10th Street West
Billings, Montana 59102
Phone: (406) 248-7421

Nevada

Learning Disabilities Child Service Demonstration Center

The purpose of the Nevada CSDC is to develop a comprehensive service delivery system to meet the needs of children with specific learning disabilities in rural and remote-rural schools in Nevada. During the first phase of the program demonstration resource classrooms were established in two elementary-schools. These rural and remote-rural districts will serve as demonstration centers for school and related service agency personnel throughout the state. Phase II activities will focus on the development of centers for intermediate and secondary school students with specific learning disabilities. Replication of the early intervention and elementary school centers and the implementation of a center for secondary students will be the major focus of Phase III.

For further information, contact:

Mr. Aldo L. Ramirez, Project Director
Nevada Department of Education
Capitol Complex
400 West King Street
Carson City, Nevada 89710
Phone: (702) 885-5700, Ext. 214

New Hampshire

Strafford Learning Center's Child Service Demonstration Center

This CSDC represents a cooperative effort between the Strafford Learning Center and the four Supervisory Unions of Strafford County, New Hampshire, to develop a program for the maximum utilization of all available resources to identify and meet the instructional needs of students with specific learning disabilities. The program will focus on preschool, elementary, and secondary-aged youngsters between the ages of three and twenty-one. The Strafford Learning Center will assist each local school administrative unit with the development of its own model for the group delivery of services. The main objectives of this project will be to interface with the diverse local school districts within the county to aid each in selecting, adopting, or modifying a particular model program for the delivery of services; to develop an early identification and intervention program for preschool children; to provide inservice training programs to teachers, specialists, and other support staff; and to develop an Instructional Materials Center for use by all districts in designing specific programs for LD children.

For further information, contact:

Dr. Roger A. LaMora, Project Director
Strafford Learning Center
317 Main Street
Somersworth, New Hampshire 03878
Phone: (603) 692-4411

New York

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A Program To Facilitate Learning For Children With Specific Learning Disabilities: An Interdisciplinary Diagnostic Teaching Model

The Bank Street College CSDC is designed to provide for the educational needs of elementary learning disabled children in the Bank Street School for Children and in two public schools in Manhattan's Community School District #3. The basic mode of intervention will be a diagnostic-teaching method, and there will be a continuous assessment and diagnosis of the child by a multidisciplinary group seminar viewing the child interacting with his/her teacher-tutor on video. This assessment will lead to continual refinement and revision of the teaching strategies used. Graduate students from the Bank Street College of Education will serve as diagnostic teacher tutors, working with the child at least two hours per week — one hour at the college, the other at the child's school. A small group of advanced graduate students representing many disciplines will serve as supervisors for the diagnostic tutors. Assessment and plans for programming will be conducted by an interdisciplinary and non-hierarchical training method for the numerous professionals of different disciplines who must provide integrated services for specific learning disabled children. Written and multi-media materials will be developed for dissemination and training purposes.

For further information, contact:

Dr. Selma Sapir
Bank Street College of Education
Division of Graduate Programs
610 West 112th Street
New York, New York 10025
Phone: (212) 663-7200, Ext. 210, 215

Bank Street College CSDC

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New York

Kingsborough Community College CSDC

Learning Opportunity Center for Community College Students with Specific Learning Disabilities.

Kingsborough Community College proposes an effective model system of educational intervention for learning disabled students. It is an interactional model which will involve students, faculty, counselors, learning disability specialists and consultants. The system will have as major goals an assessment of the incidence of learning disabilities in the student population, the education of faculty and students in both the nature of learning disabilities and their effective treatment, and the general involvement of faculty and students in both identification and direct service aspects of the program and facilitation of career choice and career preparation for the young adult learning disabled students. Referral will involve faculty and counseling staff as well as self-referral and student referral. Psychoeducational profile will be devised for the learning disabled student and will be influenced by on-going student faculty and counseling input, contact with other agencies and institutions such as alternate career preparation agencies, and work/study arrangements. Population to be served by this model are those students who are currently or anticipated to be foundering academically at Kingsborough Community College. These students will range in age from about 17 to 21 years. They will probably be in the main from the lower middle class and will have defficiencies in one or more basic skills. The program will be divided equally between career and a liberal arts program. Criteria for selection of such students will be based on the published LD definition, and in addition, they will have to be reading and have math scores below the 9th grade level. Practicum students in the Learning Disabilities Program at N.Y.U. will help in the delivery of assessment and tutoring services to the LD students in this CSDC, and they will receive both in-house supervision and supervision from their practicum supervisor at N.Y.U. These graduate students from N.Y.U. will supply an anticipated 2,000 hours of tutoring service in learning disabilities to the CSDC students in the project. N.Y.U., by providing practicum students and supervisory personnel, will make a substantial contribution to the CSDC at Kingsborough Community College.

For further information, contact:

Dr. Irwin Rosenthal, Project Director
Department of Student Services
Kingsborough Community College
2001 Oriental Blvd.
Brooklyn, NY 11235
Phone: (212) 934-5270

Rose F. Kennedy - Community School District 8 (Bronx, New York) Diagnostic Intervention Program

This CSDC is a cooperative effort of the Children's Evaluation and Rehabilitation Clinic (CERC) and the University Affiliated Facility (UAF) of the Rose F. Kennedy Center, Albert Einstein Medical College, Yeshiva University and the Board of Education of the City of New York, School District #8. The project will provide early identification and comprehensive evaluation for approximately 100 second grade children with school learning problems. These services will be provided by an interdisciplinary team and will serve as a basis for the creation of individual educational programs for each child which will then be communicated to the child's classroom teacher, along with an interpretation of the results of the center's comprehensive evaluation of each child. The child's parents will be helped to understand and deal with their children. The focus of the individual instruction will be reading, and the program's target population will be three elementary schools in District #8 in the Bronx.

For further information, contact:

Dr. Ruth Gottesman, CSDC Project Director
Children's Evaluation and Rehabilitation Clinic
Rose F. Kennedy Center
Albert Einstein College of Medicine
1410 Pelham Parkway South
Bronx, New York 10461
Phone: (212) 430-2343, 2527

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Pennsylvania

Allegheny Intermediate Unit CSDC

Improved Individual Instruction Program (IIIP)

The Improved Individual Instruction Program (IIIP), a project of the *Allegheny Intermediate Unit, is designed to aid teachers in* developing and updating individual education programs (IEPs) through the use of a computer retrieval system designed to give teachers access to appropriate resource materials and techniques. The system is designed to access materials and techniques for use by the teacher, who will then evaluate their effectiveness within his/her own classroom. Diagnostic teaching, periodic reassessment of the child's progress using both formal and informal assessment techniques, and updating of the initial prescription will occur every two to three weeks. The major goals of the CSDC are to increase teacher efficiency and proficiency in constructing IEPs as evidenced by a larger number of instructional objectives and updated IEPs written per child, to shorten the time required to write IEPs, to extend the knowledge of instructional materials by participating teachers, to improve the accounting of testing and educational data for each child; to increase the close working relationship between supervisors and teachers by providing a better understanding of what has occurred in the classroom setting; to increase parental information and satisfaction, and to demonstrate gains in math and reading in participating students as great as or greater than students in regular LD classrooms. LD teachers from four classrooms, including both elementary and secondary levels, will be involved in the project.

For further information, contact:

Ms. Barbara Minick, Project Director
Dr. Beverly A. School, Supervisor of Learning Disabilities
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, Pennsylvania 15212
Phone: (412) 323-5834

Pennsylvania

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Project APPLE (A Pre-primary Program for Learning Exceptionalities)

A project of the Educational Development Center at West Chester State College, this CSDC will provide identification, diagnosis, prescription, educational intervention, and family support services for pre-school learning disabled children. The program will be carried out by an interdisciplinary staff representing the fields of special education, early childhood education, neurology, psychology, ophthalmology, social work, speech therapy, and audiology that will be guided by a broad-based advisory council. The Project APPLE CSDC plans to adopt the COPE (Cognitively Oriented Pre-primary Experience) for pre-school children with specific learning disabilities. This approach incorporates a developmental hierarchy of skills, individually paced learning, an extended curriculum range, diverse activities, mixed instructional modes, and a low child/adult ratio. A strong parental involvement component will bring project staff to the children's homes every two weeks to suggest and demonstrate appropriate activities that the parent can implement with the child. The project hopes to stimulate adoption of the model by other educational agencies with similar needs.

For further information, contact:

Dr. Russell A. Dusewicz, Project Director
Ms. Patricia M. Roberts, Project Coordinator
Educational Development Center
110 West Rosedale Avenue
West Chester, Pennsylvania 19380
Phone: (215) 436-2517

Project APPLE A PRE-PRIMARY PROGRAM FOR LEARNING EXCEPTIONALITIES

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Pennsylvania

Project DELP: Developmental Learning Prescription

This CSDC is a cooperative project of the School District of Philadelphia, Division of Special Education, and Research for Better Schools, Inc. The project is designed to serve the needs of learning disabled children in grades K-6 in three settings: the regular classroom with itinerant support services, resource rooms, and self-contained classrooms. The Model System focuses on five processes: Identification of LD children, Assessment, IEP Development, Implementation of the IEP, and Evaluation of the Effectiveness of the Instructional Program. A series of manuals are being developed to address the five processes. Supplementary Workshops will be conducted to assist school personnel in the use of the manuals.

For further information, contact:

Ms. Louise Plitt, Project Coordinator
Division of Special Education
The School District of Philadelphia
13th and Spring Garden Streets, Room 201
Philadelphia, Pennsylvania 19123
Phone: (215) 299-7432

South Dakota

South Dakota Learning Disabilities Project: A Model Program for Severely Learning Disabled Preschool Children

This CSDC is a project of the Division of Elementary and Secondary Education of the South Dakota State Department of Education. The project's preschool classrooms in three school districts are focusing on screening and diagnostic procedures for young, severely learning disabled children. The model classrooms, serving children aged three to five, each provide a half-day educational program five days a week. The remainder of the day, project teachers work on developing individual educational programs for each child, meeting with parents, and providing suggestions for working with children. The CSDC will utilize these programs as models for future replication throughout the state.

For further information, contact:

Mr. Doug Brousseau, Project Director
Division of Elementary and Seconday Education
Section for Special Education
State Office Building #3
Pierre, South Dakota 57501
Phone: (605) 224-3678

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The Synergistic Classroom: A Model Demonstration Center For Secondary Learning Disabled Students

The program of the Houston CSDC is based on a model of Synergistic Education formulated by the Project Director, Dr. Charles Meisgeier. Under this sytem, individual education plans (IEPs) integrate specific congnitive and affective objectives to produce a synergistic response. This has a greater effect on the student's success in school than would separate programs in each domain. The major goal of the Synergistic Classroom Model is for students to develop strategies for coping with intellectual and social demands through academic improvement and self-concept enhancement. The model design revolves around three learning situations. All students entering the model participate in the High Intensity Learning Center, which addresses basic academic skills and social/behavioral skills with a diagnostic/prescriptive approach. Following participation in the High Intensity Learning Center, students cycle into either the Essential Skills Program or the Content Mastery Program. The Essential Skills Program continues instruction in reading and math, provides support for the student in the regular classroom, and continues activities in the social/behavioral area. The Content Mastery Program emphasizes alternative teaching/learning strategies for students in regular curriculum courses, instructs students in effective study techniques, and provides support and experiences in the social/behavioral skills.

For further information, contact:

Dr. Charles Meisgeier, Project Director
Ms. Constance Dembrowsky, Project Coordinator
Farish Hall, Room 170
University of Houston
Houston, Texas 77004
Phone: (713) 749-1628

Texas CSDC

Washington

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Project CHARTS CHANGING ACHIEVEMENT RATES OF TEACHERS & STUDENTS

Project CHARTS: Changing Achievement Rates of Teachers & Students

The overall goal of Project CHARTS is to develop a model in which ongoing research using applied behavior analysis (ABA) forms the basis for developing instructional techniques. Two demonstration classrooms at the University of Washington's Experimental Education Unit, are developing instructional packages for LD students ranging in age from 8-13. Following development, these packages are field tested in eight public school classrooms in four local school districts. Parent programs focus on training parents to work with their children on reading and spelling skills. The project staff plans to conduct curriculum research, using an ABA approach, on decoding, penmanship, spelling, and basic math skills. This CSDC is a project of the Superintendent of Public Instruction of the State of Washington.

For further information, contact:

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West Virginia

Raleigh County Learning Disabilities Demonstration Center

This CSDC, a project of the Raleigh County Board of Education, offers a program of direct services aimed at integrating the learning disabled child as fully as possible into the curriculum of his/her home school. This optimal integration is possible through the development of a flexible decision-making process that provides the child with access to a number of learning situations that best match his/her individual learning characteristics. The project serves grades K-3 in eleven elementary schools. Services to children are both school-based and through an LD center at one of the elementary schools. Intensive training of all teachers and principals, school-based screening teams, and a teaching/assessment center located in the LD center are the major components of the program. Assessment of children for instructional purposes includes both affective and cognitive areas, and instructional plans incorporate objectives for both domains.

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TITLE VI-G

FORMERLY-FUNDED CSDC PROJECT DESCRIPTIONS, 1977-78

Introduction

Since the VI-G Network began in 1971, several centers have completed their funding cycles. The centers described in this booklet are some of the formerly funded CSDCs that are continuing to provide services under state and/or local funds.

Although these centers are no longer part of the VI-G Network, they are still available for information on the programs and products developed under VI-G funds. Some of the centers have remained essentially unchanged; however, others may have made modifications on the programs described here. It is also possible, as a result of different funding sources, that materials developed under VI-G funds may no longer be available.

To inquire about the availability of these materials or about the current state of a former CSDC, contact the person listed for each center.

Arkansas

Child Service Demonstration Center for Children with Learning Disabilities

The El Dorado School District has been working in learning disabilities since 1970. The Center consists of four resource rooms for children with moderate to severe learning disabilities. There is also partial day remediation ranging from 45 minutes to 3 hours with the average time being 1½ hours. The program has a teacher aide for each classroom and trained volunteers. Tests used are the ITPA and the CAT and others to determine academic weaknesses and other deficits. After a review of all tests and previous classroom performance information, individual prescriptions are written, followed, and revised as progress is made. Students receive instruction both on an individual basis and in small groups. Besides the four elementary resource rooms there are two junior high resource rooms, two high school resource rooms, a physical education component that serves all of the schools, and a mobile unit for students with mild SLD who receive remediation from teachers who have received in-service training. In the mobile unit a conference is conducted with the regular teacher regarding the student's progress. A prescriptive teaching program is planned in conference with the regular classroom teacher for the following week, after discussion of the previous week's performance. The content, methodology and materials are approximately the same for those students and the students in the resource room.

For further information, contact:

Ms. JoAnne Brown, Project Director
El Dorado School District 15
700 Columbia Street
El Dorado, Arkansas 71730
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Illinois

The Northeastern Illinois University Demonstration Project for Children with Learning Disabilities

A project of the Department of Special Education at Northeastern Illinois University, this CSDC offers clinical services to LD children, ages 3-19, who are referred by parents, schools and other agencies in the Chicago metropolitan area. The project uses an interdisciplinary approach in the diagnosis and remediation of children with specific learning disabilities including medical and psychiatric services, speech and language clinics, reading clinics, and counselor services. This CSDC illustrates the use of diagnostic techniques, diagnostic tests, teaching methodology, and teaching materials with LD children, and it provides a practicum site for University students in the fields of learning disabilities, special education, counseling, and psychology. During the first year, a total of 65 graduate students carried out the screening, psycho-educational evaluation, and in some cases, remediation of 120 children. The project also counsels parents of LD children and offers opportunities for advanced master's degree students to conduct research in a clinical setting.

For further information, contact:

Dr. Janet Lerner
Dr. Lillian Stevenson
Northeastern Illinois University
Department of Special Education
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625
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Iowa

Project CLUE (Career Laboratories Utilizing Experiences)

Project CLUE serves students, grades 7-12, with severe learning disabilities who have not responded to the usual special education programs and therefore require more intensive assistance. In self-contained classrooms ("career laboratories") located within junior and senior high schools, Project CLUE staff teach students basic math and reading skills, and survival skills. Students also attend regular classes that have been carefully selected to achieve the objectives of their individual education plans. A key feature of Project CLUE is its career component. Project CLUE arranges work experiences in the community for each student, ranging from career exploration for younger students to actual job training for seniors. Such experience is intended to integrate the overall educational experience and to develop the knowledge, skills, and behavior patterns necessary for a student to find and hold a job. The small student-teacher ratio in Project CLUE — about 8:1 — allows for individual attention to each student's emotional, social, academic, and vocational development.

For further information, contact:

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44th Center Street
Des Moines, Iowa 50312
Phone: (515) 279-2232

Louisiana

Project HOLD: Helping Operation in Learning Disabilities

Project HOLD is a cooperative effort between the Northeast Louisiana University and the Oauchita Parish Public Schools. It offers four alternative programs — intervention in the regular classroom, a resource room, a partial day remediation program and intensive remediation in a clinical facility — to learning disabled children in grades 7-12. Disability areas dealt with include reading, arithmetic, spelling and handwriting. The goals of the project are to retrain local secondary school personnel to work with LD students, to establish a screening procedure to identify LD children at the secondary level and to provide parents with a description of the LD child, an explanation of his status in school and a guide to home management procedures. Teacher and parent training programs are major components of Project HOLD.

For further information, contact:

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Ms. Marjorie Snyder, Associate Director
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Phone: (318) 342-3189

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Massachusetts

Project ERIN (Early Recognition Intervention Network)

Project ERIN (Early Recognition Intervention Network) consists of two components — First Chance for 3-4 year olds and First Step for K-2. The program has evolved from the initial project First Step in Warwick, Rhode Island. It was there that the Meeting Street School Screening test was developed. Through a Longitudinal Preventive Program emphasizing early recognition and intervention, Project ERIN hopes to achieve its objective of increasing the capacity of New England public school systems to respond to the needs of young learning disabled children. The project works with school systems in Massachusetts to train teachers to work with young LD children. Teams of staff conduct workshops around the state where teachers are trained in the ERIN observation, screening, and treatment procedures. Regular teachers work with LD specialists and LD teachers on screening, diagnosis, and treatment. An LD specialist does educational planning and works with the regular teacher, providing activities and support. Monthly workshops with the LD specialists provide training and help with problem solving.

For further information, contact:

Dr. Peter K. Hainsworth, Project Director
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160
Phone: (617) 969-7100

Mississippi

Child Service Demonstration Center for Children with Learning Disabilities

This Center, located at Mississippi State University, serves children ages 5-18. It is primarily designed to provide both realistic and simulated testing and teaching experiences for undergraduate and graduate students so that they will enter the teaching field trained to work with children experiencing learning problems. The main theory of this program is the idea that educational change can only come from change in the curriculum of teacher training institutions. Their theoretical approach is based on behavioral analysis — not labelling — and individualized instruction is stressed. The approach is multi-disciplinary diagnostic-prescriptive-remedial service. Each child receives one-to-one or small group tutoring. Strategies include giving each trainee supervised experience in the administration, scoring and interpretation of a wide variety of formal and informal diagnostic instruments. The program is structured to provide trainees with the opportunity to develop interviewing techniques with parents, classroom teachers, and other relevant personnel; to provide trainees with experiences leading to the formulation of prescriptive-remedial objectives; to provide dissemination of successful diagnostic/prescriptive-remedial procedures to teachers, administrators, parents and appropriate concerned personnel; and to evaluate the process and the products of the Center.

For further information, contact:

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P.O. Drawer CT
Mississippi State, Mississippi 39726
Phone: (601) 325-5373

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Child Service Demonstration Center for Children with Learning Disabilities

A project of Educational Service Unit #9 in Hastings, this center provides technical assistance to rural school districts in developing and implementing programs for the learning disabled. Areas in which schools receive help from the center include program development; identification, diagnosis and remediation of LD children; educational planning; evaluation of pupil progress and inservice training of resource teachers. This assistance occurs in three phases. First, training internships and workshops for school personnel take place at the Hastings center. Second, trainees establish services in their schools while receiving on-site technical assistance. The third and final stage occurs when programs in the rural schools are fully operational and require only follow-up assistance.

For further information, contact:
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Nebraska CSDC